EUMASLI

The Perception or Reality of Omissions by Deaf Interpreters

Examining the effect of Audience Design on Omissions by Deaf Interpreters

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Abstract

This thesis explores one aspect of the emerging profession of Deaf Interpreters (DIs), specifically; how the target text accommodates an audience's communication style, whilst allowing the audience to conceptualise information.

Literature is surveyed on the theory and practice of interpreting by and for Deaf people, with a preference for European sources in the latter. Definitions of the DI's role are investigated, and Communication Accommodation Theory (CAT) is discussed, alongside Audience Design, and back-channelling cues. The study extracts data from retrospective and task review interviews with two DIs, both experienced in broadcast television news.

The DIs were asked to perform two interpreting tasks (Assignments 2 and 3); one task without an audience (Assignment 2) and one task with (Assignment 3). The findings reveal differences between the two tasks in both the interpreting style used, and number of omissions featured.

Utilising ELAN software, back-channelling from audience members and its effect on the DI's interpretation is investigated. Findings from Assignment 2 provide insight into the relationship between the DI and the Pragmatic Other, whilst findings from Assignment 3 reveal the uses of eye contact between the DI and their audience.

Findings on Strategic Omissions are compared with those in studies by Napier (2001, 2004) and Kauling (2015). In the case of CSOs (Conscious Strategic Omissions), the findings of this study concur with those studies. In this study, however, there were no instances of CAOs (Conscious Attention Omissions)— a finding contrary to Kauling's (2015) research.

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The use of preparation materials (Assignment 1) is investigated, and proves to be influential on the DIs' interpretations. The importance of back-channelling and eye contact is identified. Further factors influencing the DIs' interpretations are discussed.

Key words: Deaf Interpreters, Communication Accommodation Theory, Audience Design, Omissions, Back-channelling, Pragmatic Other.

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By the time you read this thesis, the labyrinth that leads you to the third-floor Library— a literary treasure-house of Sign Language and Deafness Studies, may have been re-purposed. That Library was the place where I encountered much inspiration and support, for which I am grateful. My particular gratitude is extended to Anne Leahy, the 'historical pedant'; Isabella Heyerick; and the Deaf Historian, Peter Brown.

How could I have known that a simple encouragement from Liz Scott-Gibson to seek further training in interpreting would launch me on such a journey?
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I'm also indebted to Dr. Christopher Stone for the motivation, the grilling, and his ability to reflect my inner thoughts back to my own 'Deaf' eyes; and to Adrian Bailey and Catherine White— no words can describe our 'knowmeanth'.
I thank Louise and the children for their patience and compassion through hectic days and long nights, and for believing in my capabilities when I contemplated giving up.

And finally, this study is dedicated to all the Deaf people, from each compass-point of the globe, who have generously shared their sign languages. Embrace your true identities and languages, and nurture those multi-talented Deaf Interpreters who dwell in your midst.

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Declaration

I declare that the thesis embodies the results of my own work and has been composed by myself. Where appropriate within the thesis I have made full acknowledgement to the work and ideas of others or have made reference to work carried out in collaboration with other persons. No other sources or tools have been used other than those cited in the bibliography. I understand that as an examination candidate, I am required to abide by the examination regulations and to conform to my university's regulations, discipline and ethical policy.

Signature student:

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1. INTRODUCTION

This dissertation explores one aspect of the emerging profession of Deaf Interpreters (DIs) (Boudreault, 2005; Collins & Walker, 2006), specifically; how British Sign Language (BSL) text is constructed in a way that accommodates an audience's communication needs, whilst allowing the audience to conceptualise information (Stone, 2005). As well as the emergence of professional interpreting conducted by Deaf people, studies have noted that some Deaf people have traditionally filled this role within Deaf communities (Adam, Carty & Stone, 2011; Bienvenu & Colonomos, 1992; Adam et al. 2014).

The performance of interpretations between DIs and their Deaf[1] audiences has been of particular personal interest for the past three decades, emerging from my work supporting other Deaf people in school, college and workplace.

The professionalization of interpreting with signed languages became established from the 1970's onwards (Brien et al., 2002; Moody, 2007), and initially focussed on training and accrediting non-Deaf Interpreters (NDIs), many drawn from outside Deaf communities. By contrast, DIs, who cannot be viewed as external to Deaf communities, remain at the early stages of professionalization of their practices; there is a lack of training, opportunity and promotion. At the time of writing, there are only two post-graduate DIs in the United Kingdom, while the NRCPD[2] reports a total of 1,156 registered NDIs.

Although interpreters are currently identified according to audiological status, i.e. NDIs and DIs, this thesis acknowledges the shared lived experience of those NDIs who grew up in families with Deaf relatives and/or socialise predominantly with Deaf people. These life experiences and choices bestow a degree of Deaf culture (Stone, 2005). However, there is as yet no tool for measuring this degree.

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[1] This thesis employs the capital 'D' to represent members of the Deaf community who communicate in sign language rather than the audiological status of deaf people.
[2] The National Registers of Communication Professionals working with Deaf and Deafblind People newsletter April 2019

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To date, research on DIs has provided insights into modality, into the advantages of employing DIs in specific situations, and into working with DIs (Boudreault, 2005; Collins & Walker, 2006; Kegl, McKinley, & Reynolds, 2005; Forestal, 2011; Ressler, 1998). That Deaf audiences prefer to receive renditions from someone with whom they identify has been evidenced in research undertaken by Kegl, McKinley, & Reynolds (2005), who examine the register, affect and cultural features of the interpretation (p.16).

Following papers by Bienvenu & Colonomos (1992), and Boudreault (2005), Collins & Walker (2006, p.78) propose further research be conducted by Deaf researchers. This call has been heeded by Forestal (2011), and Adam, et al. (2014), although much remains to be explored by future DIs with sufficient experience in the interpreting profession.

Although Deaf interpreters can now be seen more frequently working at conferences, and on broadcasts such as the UK's BBC Breakfast News, most DIs continue to be employed as 'Deaf-relay' interpreters— a role which does not offer equality of status with other (NDI) professional interpreters (Collins & Walker, 2006).

There are currently two main ways in which DIs receive source texts; in sign language via a feed interpreter, or in written language from a text-based source (Boudreault, 2005). Whilst some studies have examined the operation of the first method within hearing-Deaf teams (Forestal, 2011; Ressler, 1998; Stone & Russell, 2014), this study focuses exclusively on the latter. More specifically, this study recreates the circumstance where a written text is fed live, via an autocue, and the DI produces a simultaneous interpretation to their designated audience (Bell 1984, 2001).

By 'accommodation', this research refers to actions undertaken by interpreters whereby the interpreter may employ some strategic omissions (Napier, 2001, 2004, Kauling, 2015) in the construction of the BSL text, in order to meet the target audience within the setting of interpretation. Thus, this study draws on and complements studies by Napier (2001, 2004), Kauling (2015), and Stone (2009), in its investigation and analysis of omission strategies used by DIs when providing

interpretation. However, this study also pays particular attention to the significant use of back-channelling between the DI and a present Deaf audience, and between the DI and the Pragmatic Other (Ranuusken, 1996).

This study hypothesises that the lived experiences of DIs— being Deaf and socialising in Deaf communities— allows DIs to develop a wealth of exposure to sign language, in comparison to most NDIs who will have less frequency of exposure. It is proposed that this regular exposure builds linguistic capital (Bourdieu,1991) that allows DIs to culturally identify and accommodate their Deaf audiences— whether a present audience or a Pragmatic Other (Ruuskanen, 1996). The aim of this study is to ascertain whether this hypothesis has any valid claim. Therefore the research question of this study is:

> Does the presence of Deaf audience members influence the interpreting process in Deaf interpreters working from autocue, with respect to the use of strategic omission and substitution?

The following sub-questions are posed:
1. What kinds of omissions and substitutions occur in interpretations by Deaf Interpreters when there is no audience?
2. How does the presence of Deaf audience members influence the DI's interpreting process, i.e. what kinds of signals from a Deaf audience affect the DI's interpreting process?
3. What kinds of strategic omissions and substitutions occur in an interpreting setting with a Deaf Interpreter and Deaf audience members?

In order to answer these questions, a primary review of literature regarding Deaf Interpreters is undertaken, before reviewing literature on strategic omissions (Napier 2001, 2004, Kauling 2015), Communication Accommodation Theory (Gallios, Ogay & Giles, 2005), and on the Pragmatic Other (Ruuskanen, 1996). Literature on how 'back-channelling' by audience members can influence interpreters is also explored (Wadensjö, 2014; Paschler, 1989; Sanheim, 2003; Napier, 2007; Llewellyn-Jones & Lee, 2013; Del Vecchio et al., 2015). The research design and procedure of the present study is detailed, and the rationale for each process is given.

The study engages two Deaf interpreters, experienced in working with live broadcast news. Task reviews and post-assignment retrospective interviews are conducted.

The results of the study are analysed using specific software. The findings are discussed, their implications debated, and a critical conclusion presented. Some suggestions for further research in interpreting studies are proposed.

2. LITERATURE REVIEW

Literature concerning the definition of interpreting is introduced in this chapter, followed by discussions of Communication Accommodation Theory, and of Audience Design. Literature related to back-channelling, the emergence of Deaf Interpreters within the field, and Gile's Effort Model of interpreting are also reviewed. Finally, a range of omissions in interpreting are discussed in relation to relevant interpreting theories. Whilst literature has been drawn from global sources, there is here a deliberate preference for material from British and European authors.

2.1 DEFINITION OF INTERPRETING

A broad description of the nature of interpreting is provided by Pöchhacker (2016, p.11), who references Kade's (1968) criteria, whereby:

> The source-language text is presented only once and thus cannot be reviewed or replayed,
>
> and the target-language text is produced under time pressure, with little chance for correction and revision.

Pöchhacker (ibid.) then suggests interpreting be understood

> as a form of translation in which a first and final rendition in another language is proposed on the basis of a one-time presentation of utterance in a source language.

Del Vecchio et al. (2015, p.24) argue that interpreting exceeds "mere transfer of meaning, sense and intention from one language to another", pointing out that interpretation is a discourse process where the interpreter has the role of participant in the interaction. This stance is echoed by Roy (1992, p.57) who states boldly

> Communication is an interactive exchange, and when interpreters are used, they are a natural part of the interaction. The point is not their neutrality but rather what is or can be their active participation in the interaction.

Such dynamics of discourse interaction are evidenced in a study of NDIs interpreting from sign language into speech, in which Napier (2007, p.409) notes that the interaction between the Deaf presenter and his audience influences the content of his message.

2.2 COMMUNICATION ACCOMMODATION THEORY

In linguistics, 'accommodation' describes strategies adopted when interlocutors adjust aspects of their language use, according to the style of the receiving participant. This process is also called 'communication accommodation'. Within interpreting contexts, 'accommodating' is the more specific act of formulating target language messages in bespoke ways, whilst maintaining fidelity to the source message. In situ, an interpreter would need to be sensitive to their audience in order to achieve this. The interpreter would need to constantly monitor their audience in order to receive feedback, and thus estimate the effectiveness of their accommodations. The measurement of success or failure in their endeavour would be observed in the immediate back-channelling given by the audience.

Communication Accommodation Theory (CAT) (Gallios, Ogay & Giles, 2005) evolved from the earlier Speech Accommodation Theory (SAT), which was itself the result of a descriptive linguistic variation assessment in social context and was "originated in order to elucidate the cognitive and affective process underlying speech convergence and divergence" (Thakerar et al.,1982, p.207). The later extension and refinement of SAT to CAT took into account the broader intercultural communication that attends communication (Gallois et al., 1995, p.127). Thus, CAT permits study of the motives and intentions underlying interlocutors' conscious and unconscious linguistic choices. CAT considers the actions of the receivers as they listen to and acknowledge the linguistic choices of their interlocutor. In essence, CAT recognises that production and reception must be the main two facets of any model of communication. Therefore, CAT concerns itself with:

1. The behavioural changes that people make when attuning their communication to their [communicative] partner and,
2. The extent to which people perceive their [communicative] partner as appropriately attuning to them.

It is the relationship between language, context and identity that underpins the intergroup and interpersonal actions, which result in accommodation within communication behaviours. Krauss (1987, p.96) goes so far as to state that the addressee— the person that the speaker is directly addressing— is:

a full participant in the formulation of the message— that is, the vehicle by which meaning is conveyed— and, indeed, may be regarded in a very real sense as the cause of the message. Without the addressee, [...] that *particular* message would not exist for it would serve no communicative function [...] But the message, in the concrete and particular form it takes, is as much attributable to the existence of the addressee as it is to the existence of the speaker.

CAT draws on perspectives from research in communication, language and social interaction, and interpersonal and intergroup communication, to explore communication between different social groups— including cultural groups and linguistic groups (Gallios et al. 2005, p.130). It seeks to identify and categorize forms of accommodation within communicative behaviours, citing the most common as 'convergence', 'diversion' and 'maintenance'. These are defined thus:

> Convergence is defined as a strategy through which individuals adapt their communicative behaviour in such a way as to become more similar to their interlocutor's behaviour.

And:

> The strategy of divergence leads to an accentuation of differences between self and other. A strategy similar to divergence is maintenance, in which a person persists in his or her original style, regardless of the communication behaviour of the interlocutor. (Gallios et al., 2005, p.7)

Giles & Ogay (2007, p.306) suggest "a person's accommodative resources and flexibility may make up a hitherto unrecognized statement about their 'communicative competences', and CAT has the potential to be associated with a very wide range of individuals' uses of communicative actions." Thus, CAT may be usefully applied to distinguish the 'communicative competences' attributable variously to NDIs; NDIs who operate as highly involved members of Deaf communities; and DIs. Further, the influence of an interpreter's accommodative resources and flexibility on an interpretation might thus be made available to scrutiny.

In seeking to explore the fundamental reasons why speakers incline to converge or diverge from the language, dialect, accent and behaviour of their interlocutors, CAT has developed "in a more interdisciplinary direction and the focus has broadened from exploring specific linguistic variables to encompass nonverbal aspects of social behaviours" (Giles, Coupland, & Coupland, 1991, p.7). It draws on social identity research which claims people endeavour to create and maintain positive identity by positioning themselves in groups where they feel contented, and uses this to compare behaviours exhibited between in-groups, where participants feel they belong, and out-groups with which subjects do not identify.

Within CAT, there are four socio-psychological principles that might be applied to the study of communicative interactions. These are similarity-attraction; social exchange; causal attribution; and intergroup distinctiveness.

2.2.1 SIMILARITY-ATTRACTION

The similarity-attraction principle suggests that people find others who are similar to themselves most appealing. Since the mid 1900's, social scientific research has supported this tenet, which provides a useful framework for examining how and why people are attracted to, and are influenced by others in society. The similarity-attraction principle also offers a framework to account for Deaf audiences identifying with DIs (Gallios, Ogay & Giles, 2005).

2.2.2 SOCIAL EXCHANGE

The social exchange principle draws on sociological and psychological theory to provide a 'risks and benefits' analysis of social behaviour in the interaction of two parties. The principle suggests that if one party invests a lot of effort in a relationship, and this is not reciprocated, then this imbalance could cause issues. When applied to an interpreter-client relationship, the principle suggests that a discrepancy such as the interpreter failing to match the client's level of communication, or the client choosing not to engage the interpreter would create a potentially destructive imbalance in the social exchange.

2.2.3 CAUSAL ATTRIBUTION

Drawn from social psychology, the causal attribution principle relates to how individuals encounter events, and how they relate them within their own thinking. For example, it is claimed that when approaching tasks in which they consider themselves to be capable, high achievers will exhibit confidence. Should they then fail, they will attribute this to factors other than their own capability. By contrast, low achievers will avoid any tasks in which they do not feel confident, and relate success to fortune or factors beyond their control. When applied to interpreting, this principle may allow discrimination between actual and perceived incompetence.

2.3 INTERGROUP DISTINCTIVENESS

First proposed by Tajfel (1982), intergroup distinctiveness describes how, when different groups meet, they compare abilities, possessions, personal traits, and accomplishments. The principle of intergroup distinctiveness suggests such comparisons support individuals in setting their group's overall image and positive ingroup distinctiveness. In a community that communicates predominantly in sign language, members are likely to value the distinctiveness of their language as part of the group's positive overall image. Thus, the ability to accomplish competency in the language would be seen as an important factor in belonging.

Consciously adapting to mannerisms, and mirroring the language and discourse structure of Deaf people, a "listener adaptive" (Coupland & Giles, 1991, p.8) DI can offer an effective intersection, enabling the Deaf person to access the speaker's world. However for NDIs who do not associate with the Deaf community enough to acquire an insight into the values and true language employed by the Deaf community, considerable effort would be required to become "listener adaptive".

Whilst this study aims to document whether DIs apply CAT strategies of code or dialect switching to domesticate their target language output to a more Deaf worldview, this study further expands CAT from its original focus to encompass modality shifting— from spoken to signed communication. CAT will be applied to explore how utterances given with "addressee focus" and "audience design," (Coupland & Giles, 1988, p.177) can result in "speech convergence...[as]

dissimilarities between interlocutors' speech styles or codes come to be reduced"
(p.176) by incorporating the style, behaviour, register, nonverbal signals, and
prosody of the original speaker.

In a foundational study, Hall (1976, p.101) ranks culture along a communication
continuum from high-context (HC) to low-context (LC), writing:

> Any transaction can be characterized as high-, low-, or middle-context. High
> Context (HC) transactions feature pre-programmed information that is in the
> receiver and in the setting, with only minimal information in the transmitted
> message. Low Context (LC) transactions are the reverse. Most of the
> information must be in the transmitted message in order to make up for what
> is missing in the context. […] this programming does not take place, the
> communication is incomplete.

Adopting Hall's (ibid.) structure, Mindess (2006) stresses the interrelationship
between shared cultural experience and understanding dialogue within that culture.
She raises "the question of how much information must be made explicit in a given
culture compared with how much is already understood implicitly because of shared
experience" (Mindess, 2006, p.46). According to such an analysis, an interpreter
relating to a client through shared cultural experience would be able to harness tools
from the shared culture to achieving transfer of a concept during interpretation.
Within sign language cultures, useful tools might include parsing redundant
information, employing a range of non-manual features, making culturally
appropriate substitutions, or rendering implied emphasis more overt.

Since such manoeuvres entail a range of decisions to be made by the interpreter, it
is reasonable to surmise that such tasks would prove more difficult for NDIs without
shared cultural experiences, compared to DIs for whom the culture is innate.
Moreover, a fluent command of linguistic features, including classifier predicates and
temporal markers, can facilitate economy of expression, succinctly and subtly
indicating understanding of the Deaf participant's communicative perspective within
the interaction. It should be noted, however, that not all clients favour dynamic
equivalent renditions in interpreted interactions. Russell (2005) cites legal and
educational domains as areas where a more formal equivalence may be preferred,

when message transfer may be better effected through consecutive rather than simultaneous interpreting.

2.4 AUDIENCE DESIGN

Not content with contemporary sociolinguistic approaches to style and linguistic variation, Bell was an early adopter of Giles' (1979) Communication Accommodation Theory. Through his research on radio broadcasters (Bell, 1984), Bell proposed a new sociolinguistic framework— "Audience Design"— to account for his observation that linguistic style-shifting takes place as a speaker responds to their audience. In his monologic model, speakers adjust their speech style to match the target audience with the intent of forming a relationship, or distance themselves from the audience by resisting any adjustment. Bell noticed that all the newscasters in his study were attuning their delivery of the same topics, and concluded the most plausible explanation for this variation was the newsreaders' perceived norms of their audiences. Bell (1984, p.157) explains how such 'style shifting' is reciprocal, as a speaker evaluates the variation of the interspeaker and the intraspeaker: "style differentiation of a variable is derived from social differentiation by way of social evaluation". Whilst both NDIs and DIs can be expected to perform style shifting, the greater lived Deaf experience of DIs should predispose them to be better able to perform this.

In his Audience Design framework, Bell (1984, p.159) identified and defined four different audience types, which he modelled based on relative distance to the speaker, as follows:
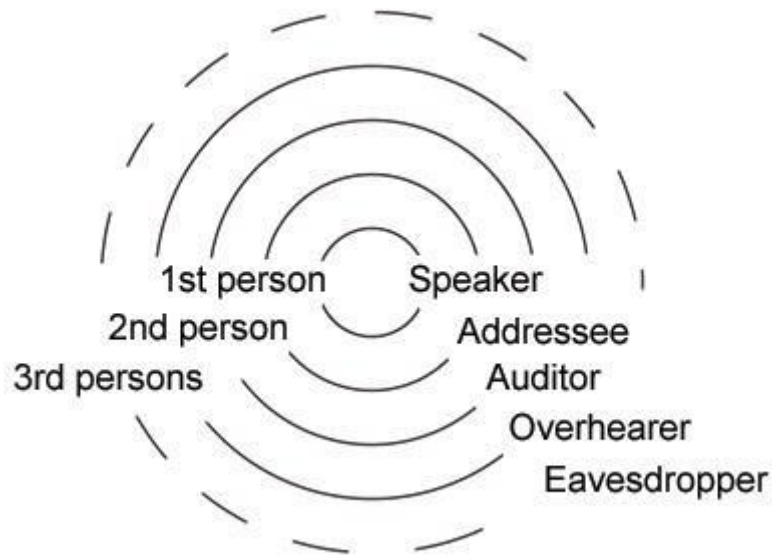
Fig. 1: Language Style as Audience Design: Person and roles in the speech situation Bell 1984.

Bell (ibid.) defines his terms thus:

> The Addressee. The closest audience member, who is known to the speaker, and who is ratified and addressed.

> The Auditor. An audience that is not addressed, but is known and ratified.

> The Overhearer. Non-ratified audience members of whom the speaker is aware.

> The Eavesdropper. The furthest audience member, they are non-ratified and the speaker is unaware of them.

Alongside this model, Bell (1984) proposes the following hypothesis:

> If a linguistic variable shows style variation according to any audience role, that presupposes variation according to all roles closer to the speaker. (p.160)

According to Bell (1984), then, audiences have roles which influence communication style; "their role is by no means passive" (p.161) … "It is that responsiveness which informs a speaker's style design." (ibid.). Bell (ibid.) extends this influence to audiences that are not present, which he labels 'referees', since the absent audience have an umpiring role in the speaker's conscience (p.161.). This additional component of "referee design" contrasts with more immediately responsive style-shifting where the speaker responds to specific factors of the speech context. In

referee design, the speaker employs styles associated with non-present social groups to send a hypothetical allegiance with them.

There are various modern scenarios where an interpreter is not able to see the audience including, for example, live webinars. In such situations, the interpreter must be required to construct a style that sends hypothetical allegiance to their deaf audience. Again, it is a logical deduction that DIs would have the 'ingroup' referee advantage in this practice, as Bell (1984, p.187) explains: "The division into ingroup and outgroup referees is fundamental. In group referee design sees a speaker talking to members of an outgroup, and reacting with a shift towards the style of the speaker's (absent) ingroup."

In response to present addressees, Bell (1984, pp.167-168) outlines three ways in which speakers style shift:

> Speakers assess the personal characteristics of their addressees, and design their style to suit.
>
> Speakers assess the general style level of their addressees' speech, and shift relative to it.
>
> Speakers assess their addressees' levels for specific linguistic variables, and shift relative to those levels.

Whilst for Bell (ibid.) the influence of personal attributes of audience members is "unquestionable" (p.168), it is perhaps valid to question the adaptation of Bell's findings to communication in a visual mode; for example, Bell's graphic of a concentric circle cannot be directly applied to sign languages, where all audience members need eye contact with the speaker in order to receive the speaker's output.

Gutt (1998, p.52) finds successful interpreted communication 'will depend on how similar the notion of translation held by the translator, and the notion held by the audience are to each other'. Stone (2005, p.2) applies this criterion to critique the different translation and interpreting practices undertaken by DIs — especially where the DI domesticates the target text so that it resembles 'a stand-alone BSL product rather than a translation' (Stone, 2005, p.4). Through ethnographic interviews with professional Deaf translators/interpreters from multigenerational Deaf families, Stone (2005, p.1) explores and proposes the notion of a Deaf translational norm emerging

in the nascent profession, scrutinising the incorporation of community identity and fluency, and discussing where renditions are 'enriched and impoverished', and their effect on comprehension and cognitive effort in the Deaf audience (p.5). How an interpreter assumes their role, he concludes, impacts on the Deaf audience's comprehension and cognitive effort.

Llewellyn-Jones & Lee (2013, p.56) assert a fundamental assumption that an interpreter, acting with integrity and making informed decisions appropriate for the domain, goals and characteristics of the interlocutors, allows successful interactions to occur. Moreover, the authors feel that interpreters should make use of many of the same behaviours as other participants in an interaction, rather than calling upon some special interpreter-specific behaviours that might come across as strange and alien to the interlocutors. (2013, p.57).

As members of Deaf communities, DIs can be expected to be fluent in establishing communicative relationships with their Deaf audiences, as per both CAT (Gallios, Ogay & Giles, 2005) and Audience Design (Bell, 1984).

2.5 MONOLOGIC DELIVERY

Janzen (2005, p.91) explores various purposes of monologue deliveries, including informing, and entertaining assumed recipients (members of the audience). According to Janzen (ibid.), a speaker will direct their delivery as they interact with their audience, constantly reviewing how they need to deliver their communicative goals.

The interpreter's relationship with their audience is often perceived as 'unidirectional' (Napier, 2001, p.259); where the audience is seen as passive participant. However, the interpreter may accommodate within his professional role, seeking clarification and further confirmations (Janzen, 2005; Napier, 2007). Napier (2007, p.408) suggests typical sign language interpreted contexts— such as university lectures, primary schools and conferences— are often considered monologic. While the majority of work undertaken in these domains is conducted from a spoken language into a sign language by a hearing interpreter, her study focused on spoken English

produced from a signed presentation by a Deaf presenter. Napier (ibid.) found that all co-participants of this 'monologic' discourse "used cues deliberately and strategically for signalling comprehension, marking episodes, clarification and controlling the pace of the presentation." In expository mode, the lecturer would emphasise points within his or her delivery, and Napier (ibid.) observed that "the interaction participants; [the lecturer and the audience] cooperate with one another to navigate discourse, and co-construct meaning." Thus the interpreter must be situated as another participating member, and needs to engage in order to facilitate co-construction and convey meaning to best effect.

Within the discourse relationship described by Napier (ibid.), a DI may be disadvantaged without access to sound-based paralingual cues. To allow for DIs, then, such an assignment would call for a mixed NDI-DI team, where the hearing interpreter could provide the DI with the sound-based paralingual cues.

2.6 BACK-CHANNELLING

Both Janzen (2005) and Napier (2007) argue that audience members are engaged within monologic discourse. Despite it appearing unidirectional, there are cues from audience members, who make nonverbal or verbal signals available to the interpreter. These allow the interpreter to adjust elements of register and style in order to achieve audience comprehension. Sanheim (2003, p.48) describes these signals as "back-channelling", whereby the speaker is actively informed that the addressee is attending to and receiving the message.

Llewellyn-Jones & Lee (2013, p.58) elaborate on the phenomenon of back-channelling, describing instant responses of the receiver, expressed semiotically, to transmit a signal of comprehension and approval of both the utterance and the self that the utterance represents. Llewellyn-Jones & Lee (ibid.) posit the importance of interpreter cooperation in this back-channelling activity, arguing that these responses are equally important for both the sender and the receiver, and noting that an absence of response would transmit "a sign of disapproval or lack of understanding" rather than "neutrality".

Wadensjö (2014, p.120), discussing the interpreter's agency within interpreter-mediated triadic interaction, states "the dialogue interpreter at work, more or less consciously, evaluates interlocutors' speakership and listenership; how the parties relate to the conversation". The same author (2014, p.121) also references back-channelling within triadic communicative activity, concluding "[h]owever 'closely' the interpreter strives to translate, the interpreter-mediated conversation in itself transforms the interactional significance of back-channelling."

Shlesinger (2000) discusses the extra cognitive demand imposed on the interpreter when performing simultaneous interpretation, and Pashler (1989, p.480) describes the interference effect on the interpreter of watching for any back-channelling information, suggesting this increases the complexity of visual stimuli and impacts the interpreter who is already monitoring incoming text and processing the interpreted text.

With reference to 'monologic' talk in settings such as conferences, Napier (2007, p.412) describes "a co-construction of meaning through negotiation", where the interpreter may reformulate their rendition if the Deaf receiver transmits a "quizzical facial expression"— a backchannel signal of a failure to understand. However, in 'monologic' English to BSL situations, passive Deaf audience members may express fewer backchannel features than during interactive encounters, as the discourse setting and physical distance between participants and interpreter would engender less of an expectation of interaction.

Napier (2007) also found that the presenter would also continue to monitor the backchannel, ensuring a positive facial expression from the interpreter (to signal understanding). Indeed, backchannel cues usually constitute nonverbal feedback indicating comprehension or lack of comprehension, enabling the interpreter to adjust their course of action by activating an option, such as rephrasing or backtracking. The negotiation between the presenter and the interpreter is also a form of backchannel communication, labelled "cotranslation" (Del Vecchio et al., 2015, p.30). Here "the aim is to co-construct the message, but at the same time to co-construct the very rendition of this message - the translation itself." (ibid.) Del Vecchio et al. (ibid.) go further, suggesting that audience interaction may affect the

interpreter's performance, particularly where the interpreter can see members of the audience who may discuss opinions and express attitudes regarding the interpreter, or the choices the interpreter makes in their renditions. Their study documents eight principal kinds of participant-generated acts directed to the interpreter including "[s]ilent interactions, visual feedback, or back-channelling" (p.26).

2.7 DEAF 'RELAY' INTERPRETERS

Relay interpreting, sometimes referred to as 'indirect interpreting' (Pöchhacker, 2016, p.21), involves one interpreter receiving the source text then rendering it into the language of the second interpreter, who in turn adjusts the text to suit a specific target audience. Deaf interpreters have been referred to as 'relay interpreters' for a considerable time, especially where they work within one language (see Boudreault, 2005). The term has provided a loose description of Deaf people who facilitate, or act as intermediates between interpreters and "semilingual" members of Deaf communities (Cummins, 1979, p.288). One general characteristic of 'relay interpreting' is that the system entails a consecutive rather than a simultaneous process, whereas 'interpreting' usually implies the simultaneous process.

Rejecting the term 'relay interpreters' to describe any Deaf person operating in an interpreting role, Collins & Walker (2006, p.3) draw parallels between the emergence of DIs and Scott Gibson's (1991) description of the emergence of NDI services. Collins & Walker (ibid.) highlight the similarities and shared core values between NDIs and DIs. Boudreault (2005, p.327) also seeks to dispel the "general misunderstanding among members of the Deaf community and many hearing people that the DI's task only involves relaying between a certified hearing interpreter and a Deaf consumer, compensating for differences in language use, given the Deaf consumer's educational and language background". Indeed, The Association of Visual Language Interpreters of Canada (AVLIC) cites situations where Deaf interpreters may be required, thus:

> when working with individuals who use regional sign dialects, non-standard signs, foreign sign languages, and those with emerging language use. They may also be used with individuals who have disabling conditions that impact on communication. Members will recognize the need for a Deaf interpreter

and will ensure their inclusion as a part of the professional interpreting team. (AVLIC Code of Ethics, section 3.3)[3]

Russell (2017, p.4) also challenges the misunderstanding that DIs are not really "interpreting" but merely imitating the source message intra-lingually, citing various examples of how DIs can work with NDIs, while Bishop & Hicks (2005) compare bilingual competencies between DIs from Deaf families, other DIs, and NDIs from hearing families.

Bentley-Sassaman & Dawson (2012, p.1) begin to unpack the processes involved in 'teaming' between DIs and NDIs, describing them as "more complex".

2.8 DEAF INTERPRETERS (PRESENTLY)

Boudreault (2005, p.1) observes a global trend of DIs increasingly contributing to the broader profession of interpreting. He dedicates a chapter to descriptions of the modes, functions, tasks and issues entailed in operating as a DI, giving examples drawn from his native languages; LSQ (Langue des Signes Québécoise) and ASL (American Sign Language).

Stone's (2005) doctoral study argues for a Deaf 'translation norm', which he defines: "such that blinks and head movements are used cumulatively to create discoursal prosodic cohesion." (Stone, 2005, p.238) Stone's suggestion of a 'norm' (ibid.) draws on Toury's (2000, p.200) theory, which proposes translation as a norm-governed activity:

> being a text in a certain language, and hence occupying a position, or filling in a slot, in the appropriate culture, or in a certain section thereof; constituting a representation in that language/culture of another, pre-existing text in some other language, belonging to some other culture and occupying a definite position within it.

Examining a team of five DIs and six NDIs interpreting a live media broadcast, Stone's (2005, p.236) study finds that:

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[3] AVLIC (2019). Retrieved from http://www.avlic.ca/ethics-and-guidlines/english

> The Deaf translation norm operates outside of the English SL. Information is presented in a way such that the concepts the Deaf T/Is understand from the SL are enriched upon and presented coherently and cohesively.

Stone (2005) concludes that this 'Deaf translation norm' operates to support comprehension by Deaf monolinguals, or Deaf people with limited fluency in English. He suggests such domestication of the source text, via a Deaf translation norm emerging from a visual lived experience, facilitates conceptualisation of information in the construction of the target text:

> Added to that, the construction of an easily comprehensible TL is achieved through the experience the Deaf bilingual has of re-telling, modifying and reformulating information for Deaf monolinguals within the community (Stone, 2005, p.237).

Stone & Russell (2014) claim that there are now increasing opportunities for DIs (pp.140-141), whilst Stone & Isari (2018, p.9) describe DIs as part of the interpreting landscape and point to greater opportunities for traditional 'amateur' Deaf interpreters to become professional conference interpreters. However, it should be noted that such claims are generally made in reference to opportunities for DIs interpreting into International Sign, on the global stage. They must be sharply contrasted with the bleaker domestic landscape, offering few career opportunities, with only two post-graduate DIs in the UK[4].

2.9 HOW ARE DEAF INTERPRETERS DIFFERENT?

Ressler (1998, p.79) suggests that for an interpreter to produce native-like target texts, they have to be familiar with the subtle nuances of the language. Sforza (2014, p.20) agrees, and highlights the importance of accurate rendering of information, delivered in a culturally appropriate way. In general, DIs are able to comprehend sign language nuances more readily than NDIs and, as a consequence, their target language renditions are of heightened linguistic quality, and are more culturally adjusted (Boudreault 2005; Adam et al., 2014).

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[4] Personal Communication, C. Canton (25/03/2019), J. Dodds (26/04/2019)

Criticising the performance of NDI graduates, Moody (2007, p.7) "can understand how some Deaf people were unhappy that these new 'professional' interpreters were now too detached from the Deaf community." Bentley-Sassaman & Dawson (2012, p.2) suggest that NDIs who learn sign language later in life "do not always possess the proficiency needed".

Where Deaf adults have been exposed to sign language as they develop, and while socialising with other Deaf children in residential schools where sign language is one of the main forms communication, Ressler (1998, p.73) claims they would inherently possess the necessary language competencies beneficial to the Deaf relay interpreting process. De facto, it may be argued that such individuals would possess some of the necessary competencies to become DIs, and further, that NDIs who have acquired Deaf culture from lived experiences with Deaf people may share the competencies necessary to appropriately culturally adjust their target language output to reach Deaf clients.

Gerhards (2012, pp.26-27) describes having competency in several languages as 'transnational linguistic capital'; a concept based on the work of Bourdieu (1991), who defined linguistic capital as "the elaborate knowledge of the high, official language of a country and the ability to speak this language, which is usually dependent upon class".

Stone (2005, p.22) observes the "unique visual experience" that influences the productions of Deaf T/Is, whereas Deaf T/Is from hearing families and NDIs appear to be influenced by difference experiences. Stone (2007, p.18) finds that within a Deaf translation norm, traces of the source language are removed from the target source and therefore the result is perceived as the audience's own text. He points (ibid.) to the critical notion of 'working into their first language and culture'. However, Stone (2009, pp.75-78) also discusses Sequeiros's (1998, 2002) notion of enrichment and impoverishment in target texts:

> impoverishment occurs when the agent is purposefully lost in the TL and becomes implicit in the TL. The TL is still understood and the implication should not be an error but a decision made on the part of the translator for reasons of efficiency over effectiveness and naturalness. (Stone, 2009, p.80)

Discussing fidelity to the source text, Moody (2007, p.22) suggests that accuracy can be compromised for quality:

> While it may seem axiomatic that accuracy is more important than fluency, consider that (especially for non-technical meetings), awkward phrasing, unnatural pausing, or inelegant intrusions from the source language can be so off-putting that the audience may be unable to pay attention to the message.

Utilising Gile's (2011) preliminary findings from a case study in errors, omissions and infelicities in broadcast interpreting, Leahy (2015, 2015a, 2017) compares DIs and NDIs in the broadcast industry, focusing on errors and omissions. Leahy (2015, p. 18) reports that her respondents indicated a preference for DIs, while stopping short of rejecting NDIs to the same degree. Leahy (ibid.) also found DIs made marginally more frequent breaks from expected normative behaviours during interpreted broadcasts for the Church of Jesus Christ of Latter-day Saints, whilst renditions by NDIs contained significantly more content errors in the target message.

De Meulder & Heyerick (2013, p.13) draw attention to the identification of DIs, suggesting it is rare to identify an interpreter according to "audiological parameters", rather than working languages. Stone (2009) suggests an alternative description, referencing cultural attributes would be more appropriate. Yet whether or not it has any valid credibility, the label "Deaf Interpreter" has become a conventionalised and established reference.

2.10   DEAF INTERPRETING AS A PROFESSION

Stone's (2005) doctoral study focusses on the employment of Deaf translators and interpreters within the television industry, and this was indicative of the wider employment model at that time. There were few opportunities for DIs, no formal qualifications or training routes, a lack of understanding by the interpreting profession of the need for DIs, and a general sense of this being an unsupported profession. In the subsequent fourteen years, this picture has not wholly improved. There have been some advances: the World Association of Sign Language Interpreters and World Federation of the Deaf (WASLI/WFD) have developed an accreditation list for DIs working in international conferences; and the UK's National

Registers of Communication Professionals working with Deaf and Deafblind People (NRCPD) have recognised the status of Deaf translators by establishing a specific Register (Register of Sign Language Translators, or 'RSLT'). However, neither of these advances are without fault. At the time of writing, the WASLI/WFD[5] Accredited Interpreter list contains fifteen DIs, of whom only a few are known to work— and only sporadically at that— within the profession. Furthermore, the list is without formal recognition beyond the organisations that established it (WASLI/WFD), and therefore carries limited professional weight. In the UK, the training leading to membership of the Register (MRSLT) focuses on translation and not interpretation, and no clear distinction is made between hearing and Deaf qualification holders. In addition, the course is relatively expensive (with a current fee of around £5,000); this, coupled with a lack of subsequent employment opportunities, has led to low uptake within Deaf communities.

2.11   GILE'S EFFORT MODEL OF INTERPRETING

Whilst Gerver (1971, p.iii) describes the act of interpreting as "a fairly complex form of human information processing involving the reception, storage, transformation, and transmission of verbal information", relatively little consideration has thus far been afforded the specific tasks facing DIs: channels for receiving the source text; external factors; monitoring the audience; producing an equivalent rendition (see Adam et al., 2014; Bentley-Sassaman & Dawson, 2012; Bishop & Hicks, 2005; Boudreault, 2005; Collins & Walker, 2006; Leahy, 2015, 2015a, 2017; Ressler, 1998; Russell, 2017; Stone, 2005, 2007, 2009; Stone & Russell, 2014; Stone & Isari, 2018; Sforza, 2014).

Gile's (1985, 1992, 1997/2002) 'Effort Model' of interpreting is designed to help interpreters understand the "difficulties [of interpreting] and select appropriate strategies and tactics" (1992, p.191). His work assumes the following formula for simultaneous interpreting (SI):

$$SI = L + P + M + C$$

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[5]http://wfdeaf.org/our-work/wfd-wasli-international-sign-interpreter-accreditation/wfd-wasli-accredited-is-interpreter/.   Accessed 1st May 2019.

Here L refers to listening and analysis, P to production, M to memory, and C to the coordination effort. It should be stressed that the listening component (L) is not restricted to an audiological function, but rather incorporates the identification of words and judgement on the 'meaning of the utterance' (Gile, 1995, p.162). The coordination effort (C) can be understood as

> the air-traffic controller for the interpreting that takes place, allowing the interpreter to manage her focus of attention between the listening and analysis task and the ongoing self-monitoring that occurs during performance (Leeson, 2005, p.57).

Failure of any one of these factors to perform adequately— such as incomplete or incorrect comprehension of the source text— will result in errors or omissions.

The effort model of simultaneous interpreting had been adopted by a number of sign language interpreters. Following work by Pointurier-Pourin (2014), Gile later clarified and updated the model (2018) to include reference to simultaneous interpreting between a spoken language and a signed language, thus:

$$SI = L + P + M + SMS + OID + C$$

Here SMS denotes 'Self-Management in Space'. This includes consideration of spatial positioning, proximity of the interpreter to the speaker, and optimisation of angles to ensure comprehension of the source text and transmission to Deaf users of the target text. OID denotes 'Online Interaction with the Deaf'; attending to sign language utterances from the Deaf audience— whether 'internal' or addressed to the interpreter.

2.12   FURTHER RELEVANT INTERPRETING THEORIES

Further interpreting theories have been advanced that hold relevance for the present study, in particular those pertaining to interpreting errors. These are discussed in the following two sections (23-24).

2.12.1   MISCUES

In order to provide interpretation, sufficient time must pass between the interpreter's receipt of source text, and rendition into the target language. This period of time is known as 'lag time'. Lag time is essential for the interpreter to make sense of the

information they are receiving, and to formulate their translation. Cokely (1986, p.42) observes the cognitive demand this entails may lead to omissions of source data. However, it may be posited that predictable scripts such as welcome messages, housekeeping rules, and other routine phrases, allow the interpreter to reduce lag time.

Further, Cokely (1992, p.76) notes that interpreters may employ strategic miscues, arguing that it is possible to commit some miscues yet still achieve a grammatically valid target language utterance. Cokely (ibid.) lists intrusions and anomalies in his taxonomy of interpreter miscues.

2.12.2   COPING STRATEGIES

In studying the linguistic coping strategies of sign language interpreters, Napier (2001, p.190) contrasts literal interpreting with 'free interpreting' which she defines as:

> The process by which concepts and meanings are translated from one language into another, by incorporating cultural norms and values; assumed knowledge about these values; and the search for linguistic and cultural equivalents.

This definition is supported in work on 'translanguaging'. Williams (1996) describes translanguaging as a strategic approach within bilingual education whereby a teacher may employ two languages concurrently in lessons, further defined as "receiving information in one language and then using it in the other language" (Williams, 2002, p.47). De Meulder et al. (2019) apply the concept of translanguaging to Deaf signers, to describe the dynamics sign languages, its linguistic features, and the range of available communicative methods and modalities.

Examining translanguaging as an effective strategy amongst Deaf professionals, Napier et al. (2019, pp.101-102) suggest translanguaging is employed by individuals "in order to project a particular identity, or to ensure that their identity is represented or to respond to particular context features of the interaction". It is reasonable to

propose that interpreters may also adopt different levels of the same language in order to achieve optimal comprehension by their audience.

2.13   OMISSIONS DEFINED

Since the 1960's, researchers have attempted to study the output of interpreters. The first empirical studies compared text equivalences. Barik (1971, p.199) introduces three potential means of departure from the original text:

> the interpreter may omit some material uttered by the speaker, he may add some material to the text, or he may substitute material, resulting in [...] not quite the same thing.

Moody (2007, p.8) invokes fidelity "as an ideal where the quality of interpreting can be analyzed by the number of "mistakes" or deviations from the source message (omissions, additions, or substitutions)." An interpretation should convey virtually the same context, speed, register, intent, and emotional effect of the original. From the standpoint of fidelity, the source message is sacred.

Metzger's (1999, p.11) analysis of interpretations identifies omissions, interruptions of input, errors, delays (queuing), systematic omissions (filtering), and reductions in precision of output (approximation). In her analysis of omissions, Wadensjö (1998, p.107) identifies 'expanded renditions' where extra information is introduced to the original source text, 'reduced renditions' whereby information irrelevant to the target audience is deliberately left out of the interpreter's output; omission due to a lack of rendition; and 'non-rendition', when material is added by the interpreter, independent of the source text. Wadensjö further discusses 'substituting renditions' where an amalgamation of expanded and reduced renditions take place. Barik (1971, p.204) elaborates further on material substituted by the interpreter for something articulated:

> [It] may involve a single word, or it may involve a whole clause; and whereas some substitutions hardly affect the meaning of what is being said, others alter it considerably and represent a combination of omission and addition, but is considered as a category independently of these events.

Here Barik acknowledges that substitution itself involves an act of omission, since the original entity has been omitted in order to make way for another text to take its place, regardless of how equivalent the interpreter deems the new text to be.

Adapting Wadensjö's (2014, p.107) range of taxonomies to her own study, Napier (2004, p.125) offers five categories of omissions performed by interpreters:

> Conscious strategic omissions (CSO) — where an interpreter makes a conscious, strategic omission in order to enhance the interpretation.
>
> Conscious intentional omissions (CIO) — when an interpreter opts to omit because they do not understand a particular lexical item or concept, or are unable to achieve an appropriate equivalent message in the target language.
>
> Conscious unintentional omissions (CUO) — when an interpreter is aware of the omission but had not intended to perform the omission.
>
> Conscious receptive omissions (CRO) — where an interpreter is unable to receive the information and is conscious of the loss in the rendition.
>
> Unconscious omissions (UO) — where the interpreter is unaware of the omission.

Replicating Napier's study, Kauling (2015) added a further category: Conscious Attentional Omissions (CAO), defined thus:

> Omissions that occur when the attention of the interpreter shifts to something different than the source text. Examples of such shifts that occurred in this data set were because of 1) 'an emergency', 2) fingerspelling, 3) a conversation with the Deaf student and 4) a correction made by the interpreter (ibid., p.39).

Whilst Kauling (2015) argues that effective preparation, including extra-linguistic knowledge, would support an interpreter in reducing instances of CAOs, she argues that some instances marked as omissions in Napier's (2001, 2004) study should not be classified as omissions, "but possibly as a substitution" (p.56) especially where the meaning of the source language is conveyed. Kauling (2015) points out that these substitutions can take place where the interpreter refers backs to a list buoy, facial expression or construed action to convey the meaning and does not repeat the lexical sign (ibid.). Yet both Kauling (2015) and Napier (2001, 2004) fundamentally agree that NDIs strategically perform conscious omissions in order to produce effective translations, and this begs the question of whether any further or alternative strategic omissions are performed by DIs in order to achieve effective translations.

Napier (2001; 2004, p.126) hypothesised that interpreters who were more familiar with the lecture topic, had subject-specific knowledge, and were accustomed to academic English, would be expected to perform more conscious strategic omissions. Kauling (2015, p.49) found that interpreters with a strong language background seem to be affected by preparation; participants without preparation made more conscious strategic omissions and fewer unconscious omissions than their colleagues who had received preparation.

In turn, this study hypothesises that Deaf interpreters in similar circumstances will perform in similar ways. However, Kauling's (2015) category of 'strong language background' begs many questions. Not only is this a subjective category, but its utility in application to Deaf communities is not proven: because of the wide variety of language experiences within Deaf communities, merely having Deaf parents or a Deaf partner/spouse is not a guarantee of fluent signed language use.

2.14   FACTORS WHICH AFFECT INTERPRETATION

Here I discuss a range of factors which affect interpretation, including sociolinguistic and sociocultural influences, preparation, the source material, the Pragmatic Other, shared community identity, and extra-linguistic factors.

2.14.1   SOCIOLINGUISTIC AND SOCIOCULTURAL INFLUENCES

As the interpreter occupies the role of linguistic and cultural mediator (Pöchhacker, 2008), they need to consider the sociolinguistic and sociocultural contexts within which they operate. Napier's study (2001, p.352) found that both free and literal styles can be employed in the context of a University lecture— using a strategy of code-switching, for instance, to fingerspell a lexical item— to the benefit of the student recipient of the interpretation. Stone (2005, p.30) writes that a freer style ensures information is 'culturally appropriate' to the consumer, where equivalence in the target language is measured according to cultural relevance in both source and target languages. Further, Stone (2005, p.57) questions 'scientific' measurement of accuracy in translation, particularly where fidelity is attributed through a token-for-token approach. Stone suggests our attention should be focussed on the "greater communicative goal".

2.14.2   PREPARATION

Ressler (1998, p.80) expounds the benefits of interpreters having lecture materials in advance, commenting that this rarely occurs outwith research studies, and is considered a luxury. Kauling (2015, p.49), however, insists that her data proves otherwise: "it seems that for interpreters who are truly fluent in NGT [Sign Language of the Netherlands] the effect of preparation is not strong."

2.14.3   SOURCE MATERIAL

Napier (2001, p.217) refers to Goffman (1981) who asserts the importance of register within the lecture setting, suggesting that it is this that defines the relationship between a speaker and his audience, such that some lecturers would 'read aloud' prepared texts, as they tend to be more coherent than spontaneously produced spoken texts. Brown & Fraser (1979, p.41) comment on "very striking syntactic and lexical differences between the activities of lecturing and chatting", observing that lecturing is nominal with lengthy complex utterances, whilst chatting is verbal with shorter utterances. Napier (2004, p.118) adds that the lexical density of the text in a university lecture presents a linguistic challenge to the interpreter, since the structure of the language is more akin to a written than a spoken text.

2.14.4   PRAGMATIC OTHER

Ruuskanen (1996, p.883-884) observes that the discipline of Translation Studies has evolved from considering word-for-word equivalence, to considering the entire text — the context available before pragmatic factors are introduced. Her (1996) study proposes a definition of translation equivalence that is influenced by pragmatic factors. Ruuskanen (1996) finds translators create a 'Pragmatic Other', and she describes "elimination" of irrelevant factors as the most important process:

> Once they knew the purpose was a speech at a conference, for example, they could eliminate other genres [...] they also had the register and the type of terminology (p.892).

Ruuskanen (ibid, p.893) explains that a translator creates the 'Other' in order to then empathise with her construct, and "define what will be acceptable." In her conclusion,

Ruuskanen posits the translation that best meets the needs of the Pragmatic Other is the best translation. In a similar vein, Stone (2005, p.2) describes how DIs construct target language to best reach the target audience:

> The T/I uses their expectation of the audience's knowledge to construct the logical form of the TL so that it is maximally relevant to the target audience.

2.14.5   SHARED COMMUNITY AND IDENTITY

In the preface to their study, Kusters & Friedner (2015, p.x) describe 'Deaf similitude' as the feeling generated when two Deaf people meet and acknowledge their shared experience. Such 'Deaf universalism' (ibid.), can manifest as a deep connection grounded in a number of experiential ways, including language. The identification of same-ness among members of Deaf communities has also been explored by other scholars (Ladd, 2003; Kusters & Friedner, 2015), who suggest this phenomenon occurs where members share similar experiences and embrace the same culture—Deaf culture.

Stone's study (2005, p.28) suggests that the identity of the DI informs the type of interpreting decisions that are made, how texts are formed, and how the DI perceives their audience. Knowing how a topic would be discussed within the community, rather than within the cultural references of mainstream society, informs the interpreter's production of the target text, and consequently minimises the effort required of the receiver in the audience. The interpreter effectively measures his interpretation against the target audience's comprehension.

DIs are conscious of their core membership in the community. Being born into and brought up within Deaf communities, DIs maintain social connections within these 'home' Deaf communities. Such socialising reinforces the DI's identity, and increases their aptitude in modifying their language so as to be understood by other members of their community. Deaf interpreters make decisions in relation to their translations according to how they construct themselves as core community members, who regularly interact within Deaf communities. This community membership is also available to NDIs who have grown up inside Deaf communities.

2.14.6   EXTRALINGUISTIC FACTORS

Gile (1995) argues that extralinguistic knowledge (ELK)— an individual's knowledge of the world, and their experiences outwith interpreter education— is an essential part of interpreting work. Suggesting comprehension is comprised of such knowledge, Gile (1995, pp.77-78) proposes the following formula:

$$C=KL + ELK$$

Here C denotes comprehension, KL knowledge of the language, and ELK extralinguistic knowledge. Gile (ibid.) adds that '=' here does not symbolise 'equal', but rather the result of the interaction between comprehension and both linguistic and extralinguistic knowledge, and that '+' represents 'addition by interaction' rather than the arithmetic concept of addition. By his formula, Gile (1995) suggests that, should an interpreter have sufficient and relevant extralinguistic knowledge, interpretation would be processed effectively, and comprehension of the translation output by the receiver would take place. Many studies have supported the notion that having the right type of extralinguistic knowledge enhances the quality of an interpreter or translator's output (Kościałkowska-Okońska, 2012; Kim, 2006; Wu, 1994; Beldon et al., 2009; Sheneman, 2016).

In the case of the DI, their shared experiences as a Deaf person— their Deaf Extra Linguistic Knowledge (DELK)— should have an effect on their interpreting process (Beldon et al. 2009). This Deaf extra-linguistic knowledge can be leveraged as a cultural mediation tool when Deaf interpreters seek to scaffold comprehension through meta-discoursal (including visual) elements familiar to both the Deaf interpreter and the Deaf primary participants. Boudreault (2005, p.332) supports the concept of DELK when he argues that seeking a rapport with the Deaf audience is a cultural expectation within the community. Rathmann (2018) discusses the concept of DELK as a cultural adaptation, arguing that the translator should be able to justify cultural adequacy between source and target texts at four levels; cultural, ideological, situational, and pragmatic. As has been established in this paper, it is reasonable to expect that a Deaf translator possesses advanced cultural competencies, and extralinguistic knowledge that includes: community concepts of social justice; shared experiences of discrimination; heightened cultural sensitivities; worldview and background knowledge; awareness of privilege; and finally, familiarity

with the target audience. The Deaf interpreter, then, should be in a position to interpret with greater competency.

Rathmann (2018) also hypotheses that omissions performed by DIs may be affected by lack of access to environmental sounds, the speaker's intonation, and vocal pitch. Perhaps such disadvantages are balanced by the positives conferred by DELK (Beldon et al. 2009); increased peripheral vision, a heightened ability to detect extralinguistic features in source text or speaker performance, and other such cultural factors.

It is evident from this literature review that a DI does not work in isolation. There is a direct link between the audience and the interpretation provided— regardless of whether this audience is physical or pragmatic. Back-channelling and rapport also have a role to play in the interpretation process, and arise from cultural background and shared experience. A review of the Gile Effort Model of Interpreting provides insight into transfer protocol involving the reception, storage, transformation, and transmission of information. The concept of DELK is explored, with the conclusion that DELK enhances the interpretation produced. The next chapter explores the modes for receiving information that are available to DIs, and the effect these have on the interpretations produced.

3. STATEMENT OF THE PROBLEM

As the survey of literature has revealed, Deaf Interpreters are disadvantaged by lack of training and professional opportunities, and by minimal research into the strategies they employ in their work. These disadvantages impact negatively on the supply of new DIs coming into the profession, the ability of DIs to prepare effectively for assignments, and the integration of DIs into the interpreting corps.

To begin to counter these deficits, the current study applies Napier's (2001, 2004) and Kauling's (2015) analyses of omissions performed by NDIs, to the work of DIs. Increased knowledge of DIs' strategic use of omissions will furnish best practice examples of significance to practitioners, interpreter trainers, and consumers of interpreting services alike.

This chapter pays attention to the modes from which DIs work, and provides the rationale for the choice of mode used in this study.

3.1 MODES OF SOURCE TEXTS FOR DEAF INTERPRETERS

Any interpreting process begins with an initial message. This input is of particular interest to this study, which seeks to quantify the source language that is not present in the final interpreted target language product, and to justify why portions of that original (English) text would not be present in a DI's BSL rendition.

Currently, most DIs receive source texts in one of two ways:

- Via an NDI acting as a 'Feed Interpreter'.
- Via written English text on a screen.

3.1.1 HEARING FEED INTERPRETERS

In this practice model, a hearing feed interpreter (NDI) interprets the (spoken English) source text into a sign language, which the DI then further interprets into a suitable target text for the designated audience. Usually, the NDI sits directly opposite the DI, who may stand on a raised platform or stage, or otherwise be seated in visual proximity to the target audience. Boudreault (2005, p.346) describes an alternative model: DIs "teaming" with NDIs in a legal situation, where the DI feeds the NDI consecutively. However, one factor contributing to a reluctance in employing Deaf/hearing interpreting teams is the lack of evidence "verifying the assumption that messages produced in ASL by Deaf relay interpreters are, in fact, more linguistically accurate and culturally appropriate than those produced by their hearing counterparts" (Ressler, 1998, p.73). This lack of evidence is exacerbated by the lack of qualified, experienced teams.

Forestal (2011) studies relationships within teams of DIs and NDIs and highlights the power issues arising between both parties, concluding "many hearing interpreters do not know how to team and work with DIs" (p.115). Forestal (ibid.) recommends further research and training to improve strategies, enabling DIs to occupy equal footing with their NDI peers. Such strategies include addressing the protocols by which both interpreters familiarise themselves "with the parties involved, [...] specifics of the setting and environment in which the meeting would take place." Forestal's

study (ibid.) identifies that NDIs tend to assume control over Deaf relay interpreters, especially in legal settings.

Ressler (1998, p.85) notes differences in production of texts between feed NDIs and DIs, in terms of pausing, eye gazes, head nodding, rate of signing and use of fingerspelling as opposed to signs, and in how clarifications were made. However, Ressler (ibid.) does not comment on the formation of rapport between the DI and the feed NDI, which constitutes a relationship of trust.

3.1.2 TEXT PRODUCED ON SCREEN

Speech recognition technology makes it possible for live spoken text to be fed on to a screen, either by a stenographer or by a re-speaker.
Re-speaking is the process whereby a re-speaker's vocal production is fed into sophisticated voice recognition software that is accustomed to the specific re-speaker's voice and pronunciation. This software generates text captions that are produced on the screen or in subtitles.

A Communication Access Realtime Translation (CART) system enables a stenographer to type the words as she hears them. The text can appear on a range of projections, including a secure website where customisable fonts, sizes, and colours can appear against a customisable background.

Both stenographers and re-speakers work either in situ or remotely, in pairs, with each taking turns of fifteen minutes. While one stenographer or re-speaker is in action, the other monitors and edits any errors on screen. However, the most recent technological developments suggest the need for any human relay (stenographer or re-speaker) will soon be redundant.

The accuracy of any live text feed can be measured using the NER model (Romero-Fresco, 2016). This is calculated using the following formula, where 'N' represents the total number of words produced, 'E' represents edition error, and 'R' recognition error.

$$\text{Value of NER} = [(N - E - R) / N] * 100$$

The number of edit and recognition errors is deducted from the total number of words in the subtitles, the resulting value is then divided by the total number of words in the subtitles and multiplied by one hundred.

It is to be expected that the source text produced by a stenographer or a re-speaker will already feature omissions from the original source text. However, examination of the various factors to which this is due lies beyond the remit of this study. In summary, it can be hypothesised that the choice of source feed will have significant effect on a DI's target text production. Both current methods of securing a source text—via on screen text or feed interpreter— have positive and negative attributes. Occasionally, a DI does not have the autonomy to select their preferred feed and in these circumstances, the DI must draw on relevant coping strategies to successfully deliver optimal interpretation.

Regardless of whether the source text is derived from the stenographer's written English, or from the sign language provided by a feed interpreter, the DI must produce the target text in a visual mode. This study focuses on omissions in the work of DIs, and to control the parameters it will be necessary stipulate here the source text as that received by each DI— that is the text that appears on the screen, or via a feed interpreter, and not that which is produced by the speaker directly. This study, therefore, will provide some evidence to compare rates of omission by DIs, in controlled circumstances, according to type of source text.

Fig. 2: The interpretation flowchart for a Deaf interpreter interpreting from a text feed by a stenographer.

Finally, the study will garner some evidence of the effect of the relationship the DI establishes with the Deaf client on omissions performed by the DI. It is anticipated such evidence will prove useful in considering the extent of specific interpersonal and intrapersonal demands affecting DIs, and the effect of these demands on professional practice (cf. Dean & Pollard, 2013).

Whilst DIs currently operate in many domains (Boudreault, 2005), to enable valid comparison with Napier's (2004) and Kauling's (2015) analyses, this study will also draw data from a university lecture. Napier's (2001, 2004) and Kauling's (2015) studies are critiqued in the following chapter.

4. DESIGN AND METHODOLOGY

In this chapter, the methodologies of Napier's (2001, 2004) and Kauling's studies (2015) are reviewed. From these findings, the design for the present study is modified.

4.1 NAPIER'S STUDY

Napier (2001, 2004) recruited ten NAATI (National Accreditation Authority for Translators and Interpreters) accredited Auslan interpreters with differing levels of experience. The subjects were recorded as they interpreted while sitting down next to a television playing a university lecture. In order to achieve the visual feedback that would be generated from a Deaf audience, a Deaf person was placed in the task as the receptor. The same Deaf person acted as the receptor with all the interpreters in the study (Napier, 2001, p.307). This now seminal study identified the five major categories of omissions explored earlier; Conscious Strategic Omissions (CSO), Conscious Intentional Omissions (CIO), Conscious Unintentional Omissions (CUO), Conscious Receptive Omissions (CRO), and Unconscious Omissions (UO).

Using a survey, Napier (2001, 2004) compared differences in experience amongst the study group interpreters; sex, age, interpreter training, educational qualifications, usual domain of work, and influences on the development of their sign language. Only information relating to educational background, qualifications, and experience of working in education was analysed.

To analyse the data, Napier (2001, 2004) employed a Moser-Mercer (1997) 'tough-case analysis'— to determine how the interpreters functioned in a 'tricky interpreting situation'— followed by 'process tracing' (Moser-Mercer 1997), where both subject and researcher looked at the recorded video data together. The researcher and subject were able to identify instances where omissions were made and the subject

was asked to explain why the omission was performed. Using her transcript, the researcher also asked about other omissions. Thus each subject was invited to justify omitting parts of the source text in their interpretations. This review was also recorded for use in an inter-rater reliability process. Finally a 'retrospective interview' was conducted. Using a list of prepared questions, the researcher asked the subject to reflect on performing the interpretation. This sought to investigate the subject's own perceptions of the interpretation task, seeking to identify whether the interpreters

> felt that there was any relationship between their level of educational achievement, and their ability to interpret for a university lecture, alongside their ability to objectively reflect on their work and identify strengths and weaknesses (Napier, 2004, p.129).

To support her proposed taxonomy of omissions, Napier employed a reliability check by a second person, an accredited interpreter, who would "eliminate any potential subjective decisions of the rater" (2001, p.44). This inter-rater reviewed and analysed the three procedures in Napier's study; the interpreting task, the task review, and the retrospective interviews. The inter-rater sampled data from the beginning, middle and end sections of the data, and reliability was determined as follows:

> Tough case analysis - 95%
>
> Task review - 86%
>
> Retrospective interview – 81%

4.2 KAULING'S STUDY

Kauling's (2015) replication of Napier's (2001, 2004) study engaged fourteen Dutch interpreters from a range of backgrounds. Kauling's findings identify a further category to Napier's five categories of omissions.

Aiming to find the effects on interpreters of receiving or not receiving preparation, Kauling (2015) adapted Napier's methodology, but divided the group. One group was given preparation materials, whilst the 'control' group was not. Each participant was asked to interpret a university lecture for twenty minutes. Kauling (2015) also employed a second rater— an accredited NGT interpreter— to review videos of the

task undertaken by three selected subjects. The second rater was instructed to seek comparison between amount of omissions and similarities in category of omission types (Napier, 2001). Kauling writes that the second rater's procedure was "not so similar as assumed" (p.37), observing that rater and second rater had examined at a different level, and confessing "the instruction could have been clearer".

This chapter has briefly explored the methodology and findings of both Napier (2001) and Kauling (2015) in their respective studies. The concept of inter- rating and the reliability of inter-raters has been introduced. The design for the present study will build on these models, as the following chapter outlines.

5. PRESENT STUDY

This study does not aim to replicate either Napier's (2001, 2004) or Kauling's (2015) study, although it adopts a similar methodology— using a university lecture as source text, despite it being unusual for DIs to be employed in this domain. To aid comparison of data sets, the definition of 'omission' in this study follows that offered by Napier (2001, 2004, p.128):

> when information transmitted in the source language with one or more lexical items does not appear in the target language, and therefore potentially alter the meaning.

This chapter outlines the research design chosen for this study, alongside the procedure that the study follows. Outcomes from the initial questionnaire will provide insight into the DIs selected for this study, and the audience members invited to support the study will be introduced. The choice of source text will be justified, as the process of obtaining and preparing the source material will be considered. Data collection, recording and storage are discussed, before outlining the explication of data using analysis software.

5.1 RESEARCH DESIGN

The research procedure for this study was modelled using iThoughts, a mapping tool software to create a flowchart, and was tested and adapted a few times before the

final flowchart (given below) was achieved. This procedure was then tested with a volunteer candidate before being used with the selected DI participants.
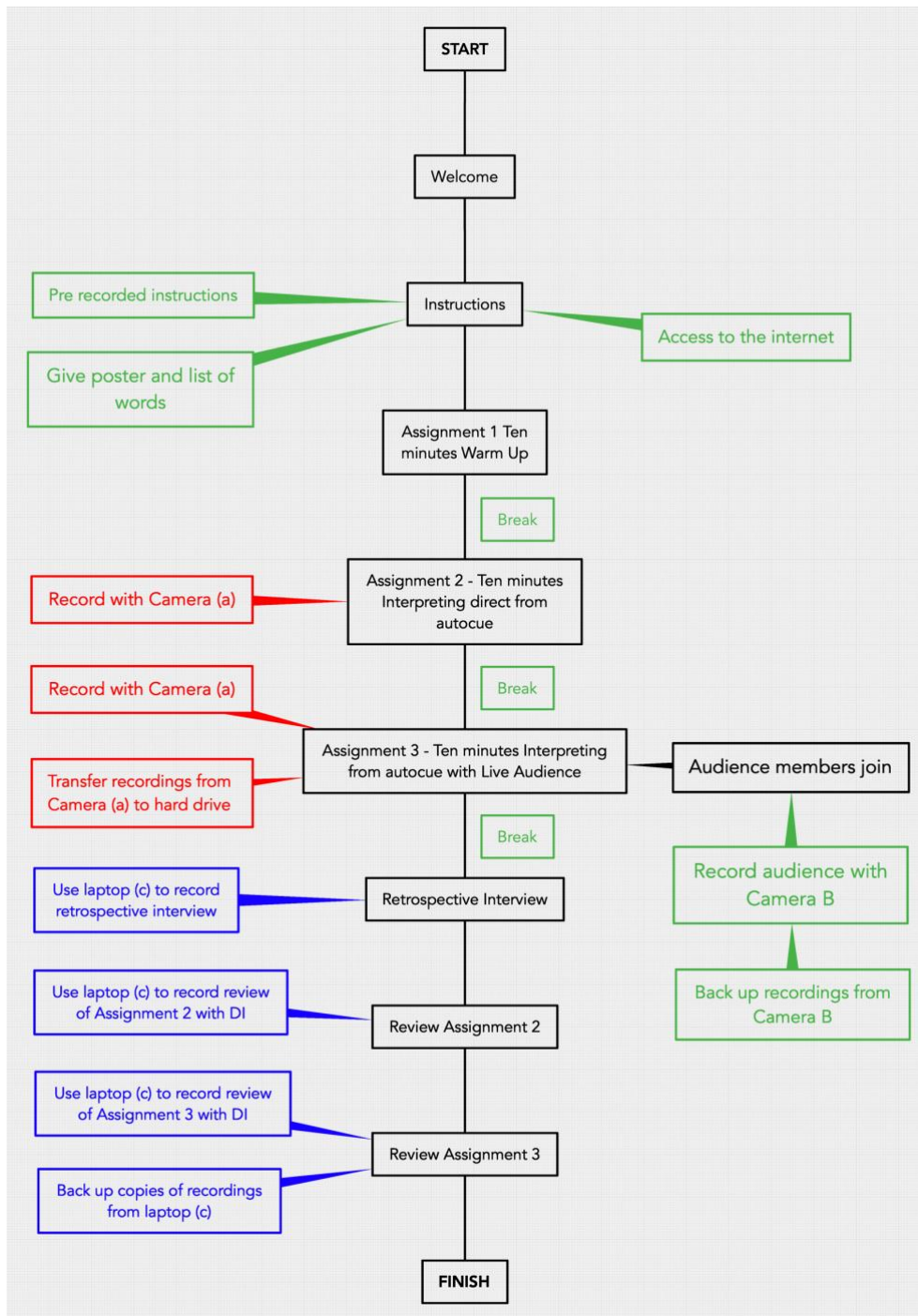

Fig. 3: Flowchart of assignment.

5.2 PROCEDURE OF ASSIGNMENTS

For each DI, three assignments were undertaken in a film studio, followed by a retrospective interview and a task review. Each iteration of Assignments 1 and 2 involved three people; the DI, the facilitator, and the researcher. The facilitator

supported the researcher in filming the DIs and in storing the data in the correct folders on the hard drive. The facilitator also oversaw the autocue controls. Each iteration of Assignment 3 involved five people; the DI, the facilitator, the researcher and two audience members.

In order to maintain consistency across the experiment, a pre-recorded instruction video was presented to both DIs as each arrived at the studio. The instructions, adapted from Napier (2001) and given here in Appendix K, explained the steps involved in the assignments.

Mindful of Kauling's findings on preparation, that

> interpreters make less omissions and the division of omissions is different between the groups: interpreters with preparation make more conscious strategic omissions (CSO) (2015, p.47),

each DI received an A4-sized poster outlining the content of the lecture (Appendix J). The content of the poster was drawn from the facts disseminated to the public by the University of Bristol in promoting the lecture. This echoed Kauling's initiative (2015, p.29), by showing the DIs what the lecturer looked like. As in Napier's study (2001), the poster was supplemented by two lists of proper nouns used in the lecture (each respective to one Assignment), to encourage familiarity with content (Appendix L).

As per Kauling's (2015) study, the DIs were each given ten minutes of independent preparation (Assignment 1) before commencing their interpretations. The material for Assignment 1 consisted of the first ten minutes of the original video of Lord Giddens' lecture, allowing the DIs to become familiar with the speaker's attire, style and manner, et cetera.

In Assignment 2, each DI was asked to stand before the camera (Camera A) and the autocue system in the studio. The DI was introduced to a specific word on the autocue, which functioned as the cue to commence ten minutes of interpretation. After completing Assignment 2, each DI was invited to take a break. For Assignment 3, each DI interpreted the final fourteen minutes of the video.

In the real world, a DI may have access to a support worker who would provide support by indicating intonation, by relaying clarifications from the speaker, by indicating background noises and who was speaking in the room, and so on. However, since this study pays attention to strategies employed by the DI, a support worker was not provided. To minimise any distraction, a large floor-standing dividing screen was positioned to hide both facilitator and researcher.

In both Napier's (2001, 2004) and Kauling's (2015) studies, in order to achieve a near authentic situation, one Deaf receiver was provided as an important participant in the communication model, allowing the interpreter to adjust his or her renditions. For this study, two graduate-level members of the Deaf community were invited to sit and observe each DI's performance of Assignment 3, i.e. four deaf audience members were used in total. After signing a confidentiality agreement, these Deaf audience members were instructed to sit and watch the interpreter as if at a university lecture. In both iterations of Assignment 3, both audience members were asked to watch the interpreter, not to pose any questions, nor to interrupt, as one might in a real-life situation. A second camera (Camera C) was positioned to focus on both audience members, to capture any instances of back-channelling during the assignment.

Taking into account Kauling's (2015, p.61) discussion on allowing the interpreter to meet members of the audience before commencing the task, each DI was allowed a short time to familiarise themselves with their audience before commencing Assignment 3. This allowed the DI to note the preferred communication style of their audience. The DIs' productions were recorded with the autocue projection of the 'live' transcript. This enabled the researcher—an accredited WASLI/WFD International Sign interpreter and NRCPD translator— to study the whole interpretation, whilst using pre-printed transcripts to note where omissions took place.

The two interpreting assignments (Assignment 2, and Assignment 3 in this process), offer two distinct data samples; one performed without any Deaf audience members (Assignment 2) and one performed in the presence of two Deaf audience members (Assignment 3).

5.3 PARTICIPANTS

The NRCPD (National Registers of Communication Professionals working with Deaf and Deafblind People) currently do not hold a separate register for Deaf Interpreters. There are few qualified and accredited interpreters who are also Deaf, so participant selection criteria for this study was based on the personal network of the researcher. Since the commonly understood use of the term 'interpreting' is drawn from a particular definition of translational activity (Pöchhacker, 2016, p.10), Deaf people working from prepared text are often classified as 'translators', since the source text is 'non-immediate'. However, for this study, technology permits the text to be reproduced 'live' from a recorded lecture. In this sense the production of the source text from which the DIs are operating can be which understood as 'immediate'. It is for this reason the participants in this study are acknowledged as interpreters.

An email was sent to six Deaf people who have, either in the past or currently, worked as interpreters for live news transmissions. Of these, half (3) replied with a willingness to participate. Out of these three, only two were available for the proposed schedule. Both subjects were male. Both DIs regularly work for broadcast television, interpreting with news in a live format. Of the two DIs, one holds WASLI/WFD accreditation. Both DIs acknowledged that, given the lack of DIs in the UK, their identities were likely to be deduced. Both were nonetheless happy to proceed.

5.4 QUESTIONNAIRE

The survey used included open, closed and multiple-choice questions, and was adapted from Napier (2001). It included questions on the background of the interpreters in the study, as follows:

    Educational background

    Interpreting / translating experiences

    English competency

    Specialised training / qualifications in interpreting

    Age of sign language acquisition

The principal results are given in Fig. 4.

	P1	P2
Age	56-65	26-35
Level of accreditation	TSLI	RSLT
Year of accreditation	1987	2011
Experience as interpreter	15+ years	5-10 years
How often interpreting	Occasionally	Part time
Reason for this?	Other full time employment	Not enough work to go full time
Age of sign language acquisition	Native BSL user	Very young age
Other sign languages	ASL, LSF and IS	IS (recently started)

Fig. 4: Profile of interpreters in the study.

5.5 AUDIENCE MEMBERS

Given the scope of this study, two members of the Deaf community were invited to the studio to participate in each Assignment 3 of the study process. i.e. a total of four audience members were recruited to the study. Two different sets of two audience members were assigned to each of the DIs This was designed to avoid audience members becoming familiar with the source text, curtailing natural and spontaneous back-channelling. It also served to avoid comparison of the interpretations performed by the two DIs.

5.6 SOURCE TEXT - MATERIAL

Since Napier's (2001) study uses a recording from an Australian university lecture which is now over 20 year old, and Kauling's (2015) study uses a spoken Dutch source text, it would not be appropriate to use either of these source texts in this study. Instead, source text material was acquired from the University of Bristol, to whit a video recording of a lecture delivered by Lord Anthony Giddens entitled 'The Politics of Climate Change, 2015'. The original video is 48 minutes in duration. This material was considered to be of similar standard to the materials used in both Napier's (2001, 2004) and Kauling's (2015) studies. Napier (2004, p.126) explains

that lexical density of the source text is important in such a study, since "interpreters would make more omissions in the most complex, that is, lexically dense, parts of the text." Based on a calculation proposed by Ure (1971), the source text in this study has a lexical density of 51%.

Thirty minutes of the footage was selected, and the material then edited into three parts of approximately equal lengths, ending where there is a natural pause by the university lecturer. The first ten minutes of the resulting material were used for the familiarisation task (Assignment 1), the following ten minutes for the first interpreting task (Assignment 2), and the final fourteen minutes for the second interpreting task (Assignment 3). A transcript of the lecture was produced.

5.7 RETROSPECTIVE INTERVIEWS

An initial retrospective interview was performed before conducting the task review interview, to capture the interpreters' thoughts while they were fresh in their minds. This process also avoided findings from the task review influencing data in the retrospective interview. A further, final retrospective interview was conducted at the end of the task review, to allow the interpreter to add any final comments.

5.8 TASK REVIEWS

Napier (2001) conducted both a task review and a retrospective interview to elicit subjects' perceptions of the task. These methods are derived from the work of Hoffman (1997) and Monacelli (2000). Napier uses a pre-set focus question for her subjects, to discuss both their take on the task and their perceptions of the influence of their educational background on their task performance.

In the task review for this study, footage of Assignments 2 and 3 is reviewed with the interpreter. Both researcher and interpreter compare the renditions with a copy of the transcript of the lecture, highlighting any occurrences that might be deemed omissions. Follow up questions are used when the researcher wants the interpreter to expand on their initial comments. For some omissions, the researcher queries whether the act was conscious or unconscious. In cases where strategic omission is made, the subject is asked to explain their reasoning. The focus is on areas where

omissions had been indicated, as well as areas the interpreter feels worthy of comment. The review is recorded on the internal camera of a laptop and later transcribed.

While the data capture methods employed by both Napier (2001, 2004) and Kauling (2015) may be effective, the present study benefits from further scrutiny of the data to determine any metalingual play in the discourse. To this end, the annotation software tool ELAN was employed. The ability to view individual linguistic elements on independent tiers allowed the researcher to study specific variables within the data. ELAN also allows multiple videos to be synchronised so that, should backchannel information from the Deaf audience affect the interpreter's performance, this can be readily identified and correlated. This aspect of the performance of an interpretation was not considered in either Napier's (2001, 2004) or Kauling's 2015) studies.

5.9 SOURCE TEXT - DELIVERY

There are commonly two modes by which DIs can receive the source text; via feed from a hearing interpreter, or via written text from an autocue.

Whilst a feed interpreter would be able to convey intonation, and to add any inferences intended, their interpretation would not afford a verbatim rendition of the original text. An autocue, by contrast, permits the DI greater autonomy within the interpreting process. However, using a remote stenographer to produce the text-feed could add another opportunity for potential omissions and/or miscues arising from: where the stenographer is placed; environmental sounds; poor audio input; technological issues; the accent of the speaker; the speaker failing to directly address the microphone; and the stenographer not having access to preparation materials, or the opportunity to clarify.

Although the transcript produced from the source text video could have been used as an autocue, allowing the DIs to interpret at their own pace, this would provide an unnatural reflection of an interpreting experience– with the pace of source text delivery easily controlled by the interpreter. Instead, a video was created wherein the

on-screen delivery of the text exactly matched the audio. This was felt to be more reflective of the situation an interpreter would find themselves in when providing live interpretation.

Since this study pays attention to the performance of omissions by the DI, using this latter mode of text delivery, and treating the text feed as the source text, ensures that any omissions arising will have been performed by the DI himself. Any strategic omissions will be dictated by the DI rather than a feed interpreter, or stenographer.

5.10   DATA COLLECTION

Perniss (2015, pp.58-59) provides guidelines on the process of collecting and analysing sign language data, particularly on collecting "good video data", with high technical and content quality, that equally captures both signed and spoken modalities. She elaborates the salient decisions prior to the collection of data, to minimise mistakes that cannot be rectified later. Given the dearth of candidates suitable as subjects for this study, this advice is particularly pertinent.

The assignments took place in a studio in Wiltshire. A single digital camera with an autocue was assembled. Four LED lights illuminated the DI so that the maximum quality of facial expressions and hand features would be recorded. A facilitator was recruited to manage the assignment, following specified instructions and a set plan, to allow for consistency between the experience of both DIs. The presence of the facilitator also allowed the researcher to occupy a more neutral researcher/observer role. The facilitator was made responsible for capturing the data and transferring one backup copy to an external hard drive, and another copy to the researcher's laptop.

An additional copy of each of the retrospective and task review videos was stored on Vimeo, a video sharing platform. This insured against local technological issues, and also provided convenient access for authorised personnel— one inter-rater, and one BSL interpreter who would verify the transcriptions for analysis.

5.11   ANALYTICAL PROCESS

Perniss (2015, p.58) describes the "major advantage" of collecting elicited data being that it "offers the type of language captured on video", and it would seem that elicited data is a good method for a structured analysis that targets omissions. Whilst the use of video is an excellent means of capturing data, due attention should be paid to the risk of the feature being researched (i.e. omissions) occurring as a result of the study's design. Perniss (2015, p.59) discusses the risk of "structural influence from the spoken language on the sign language data"; this risk cannot be eliminated here, since the study pays attention to the interpretation process itself, rather than to the target text as a stand-alone product. Video recording the data set, then, allows occurrences of omissions produced by the subjects to be clearly identified.

Napier (2001, 2004) followed two stages in her data analysis; the first involved entering the number and type of omissions made by each subject in a database. It may be that transcription and annotation software tools were not available at that time. Here ELAN software provided an advantage in the analytical process, since the technology enabled more detailed scrutiny, making it was possible to identify omissions from the data which were not identified in the original review. It may be argued that, since the process of analysis was conducted by comparing the autocue formatted source text with the signed renditions from both participants, the data would anyway be processed slightly differently from that in Napier's (2001, 2004) and Kauling's (2015) studies, which compared transcripts with signed renditions. It is not clear whether audio data was included in the analyses undertaken in these studies, i.e. whether the videos of the interpreting subjects also had audio in the background, and whether this was used as an aid in the analytical process.

The retrospective and task review interviews for both DIs were transcribed into English from British Sign Language. The transcriptions of the interviews were verified by an external, qualified BSL interpreter who accessed the video recordings of the interviews via Vimeo. The transcription documents from the retrospective and review interviews were then imported into MaxQDA— a comprehensive coding software designed to analyse qualitative data. Each transcribed interview was analysed individually, and then commonalities occurring in the discussions were identified as

'categories'. These categories were colour coded within the software, so that the recurring instances across the data could be highlighted, and the categories ultimately afforded corresponding weights. The main categories identified in the data from the discussions were:

Additions/Substitutions

Deaf interpreters

Back-channelling

Experience

Opportunities

Omissions

Strategic omissions

Audience

Pragmatic Other

Accommodation

Preparation

Speed (of narration and autocue)

Comprehension

Meta-linguistics
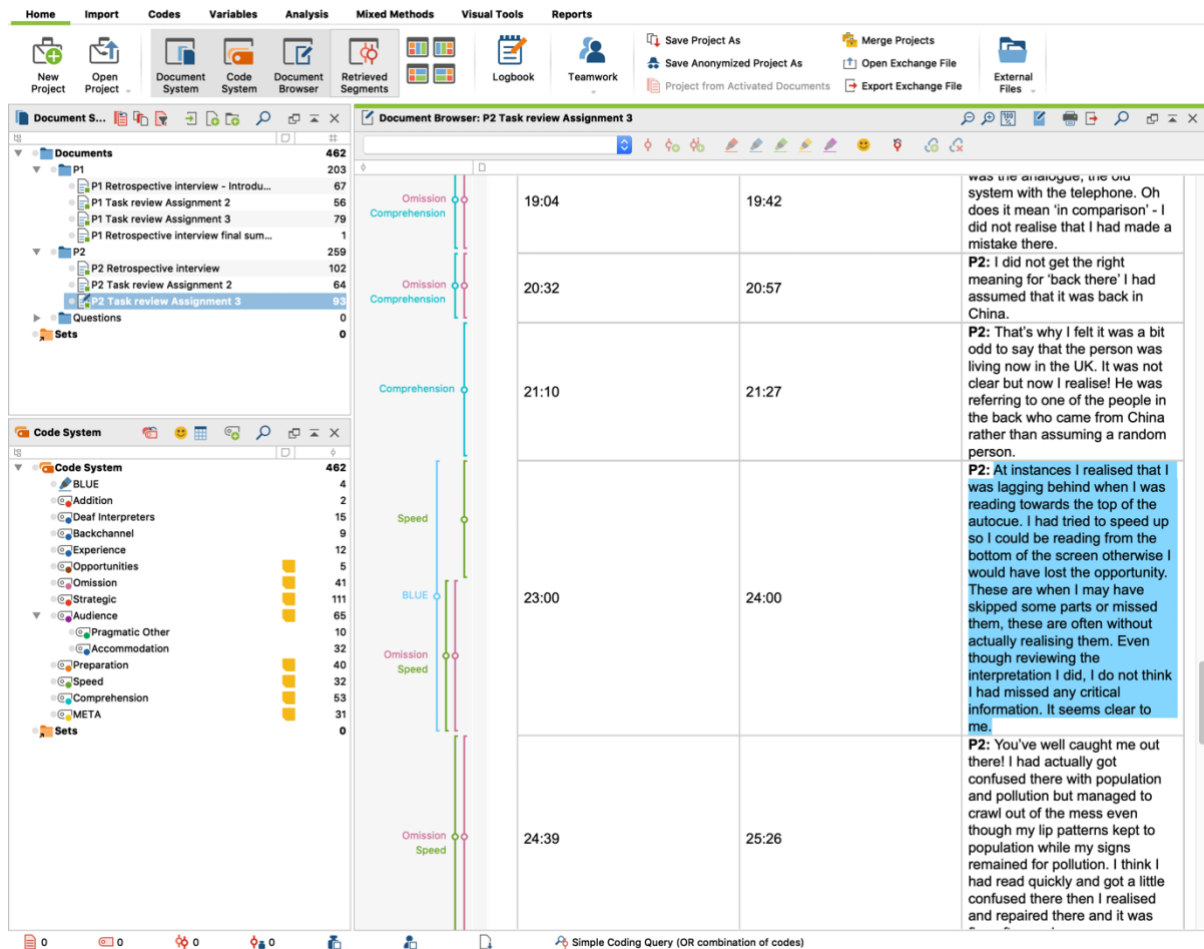
Fig. 5: MaxQDA Analysis.

In this chapter, the process of data collection within this study was demonstrated using a flowchart. The procedure of activity undertaken by the participants was given, and considerations regarding the content, lexical density, and delivery of the source text were detailed. The procedures used in Kauling's (2015) study were taken into consideration, and the steps taken to ensure satisfactory preparation for the DIs, and the consequent collection of valid data, were outlined. The collection and storage of the data was detailed. The definition of omission used in Napier's (2001, 2004) study was taken into account, and the rationale for not having neither a HI feed, nor stenographer was discussed. The criteria for selecting audience members was outlined. The procedures for the retrospective interviews and task reviews were stated. The analytical software tools, ELAN and MaxQDA, were introduced, and their benefits outlined.

6. RESULTS

In this chapter, the results from the study are presented. The omissions performed by the two DIs are given, and the findings compared with those of Napier's (2001, 2004) and Kauling's (2015) studies. The discussion is extended in the present study by focus on the eye contact performed by the DIs. A measure to determine deliberate coping strategies used by the DIs is discussed. The chapter ends with a report from the inter-rater, who was asked to verify the results.

6.1 OMISSIONS

The omissions performed by both DIs during Assignment 2 were identified using ELAN and then transferred to the following table, arranged according to omission category (Napier 2001; Kauling 2015), occurrence, and given as a percentage of overall omissions in each category.

Omission categories	P1	%	P2	%
Conscious Strategic (CSO)	2	40%	17	52%
Conscious Intentional (CIO)	0	0%	9	27%
Conscious Unintentional (CUO)	0	0%	2	6%
Conscious Receptive (CRO)	0	0%	1	3%
Unconscious (UO)	3	60%	4	12%
Conscious Attentive (CAO)	0	0%	0	0%
Total	**5**	**100%**	**33**	**100%**

Fig. 6: Total omissions made by each DI in Assignment 2 (without audience) across all omissions categories, given in raw data, and in percentage of overall omissions in each category.

In Assignment 2 (without audience), the DIs performed before an autocue. A total of five omissions were made by P1, and 33 omissions by P2. The greatest number of omissions in any one category was the Conscious Strategic Omissions (CSO) performed by P2, with seventeen instances recorded. The lowest occurrence rates performed by P1 were found in the categories of Conscious Intentional (CIO), Conscious Unintentional (CUO), Conscious Receptive (CRO) and Conscious

Attentive (CAO); the lowest occurrence rates performed by P2 were found in the category of Conscious Attentive (CAO).

The substantial difference in performance between the two DIs is echoed in Kauling's (2015) study. As with Napier (2001, 2004) and Kauling (2015), the highest category of omissions from the data set was the Conscious Strategic (CSO)— with the DIs returning rates of 40% and 52%. No instances of Conscious Attentive Omission (CAO) were noted. This is likely because both the DIs focused on the autocue positioned before them, and so were perhaps less prone to shifts in attention to anything other than the source text.

Fig. 7: Distribution by percentage of omissions across all categories in this study, compared to the findings of Napier's (2001) and Kauling's (2015) studies.
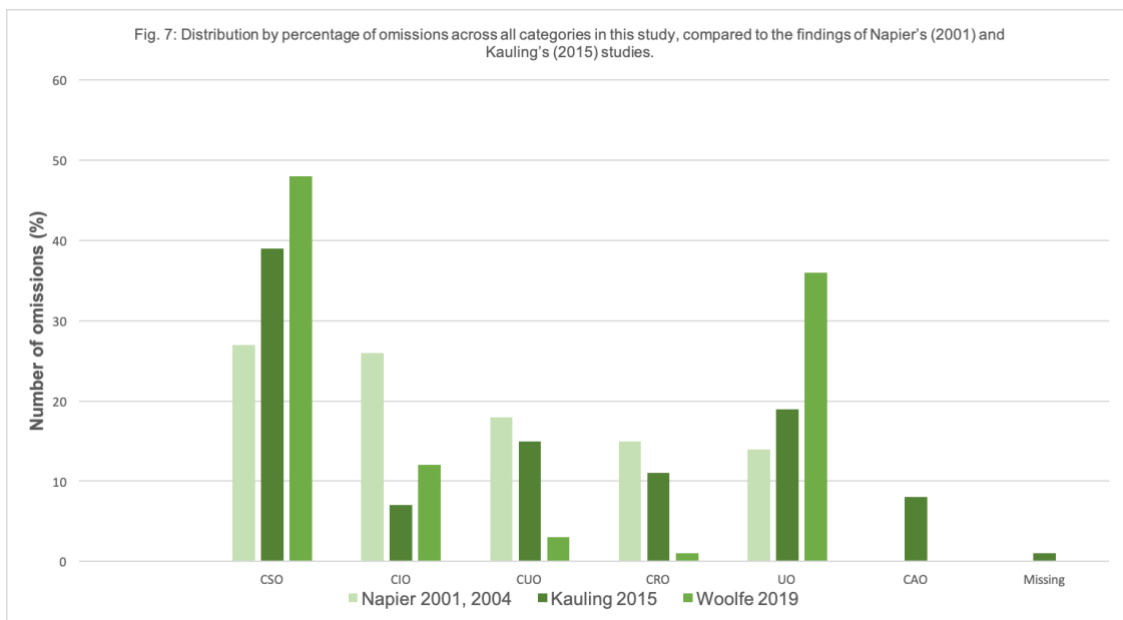
Figure 7 shows the percentage of omissions across all categories, and in comparison to the findings of Napier's (date) and Kauling's (2015) studies for Assignment 2 (without audience).

Omission categories performed in Assignment 2 (without audience)		
Conscious strategic (CSO)	P1 - "Global community"	P1 explained that this was redundant and wanted to catch up with the text feed.
Conscious intentional (CIO)	P2 - "Presumptuously"	P2 admitted he did not see this word before and could not achieve an equivalent sign.
Conscious Unintentional (CUO)	P2 - "Concerts"	P2 explained that he was not sure whether the word was correct and hesitated but soon realised it was too late and continued the rest of the text on the screen.
Conscious Receptive (CRO)	P2 - "...is a threat to"	P2 stated that he did not recall reading the words before this part and it had 'disappeared' from the screen so was aware of the loss in the rendition.
Unconscious (UO)	P1 - "MAN"	P1 was not aware that the stenographer had performed a mistype here.
Conscious Attentive (CAO)	None reported.	

Fig. 8: Examples of omissions, by category.

Omission categories	P1	%	P2	%
Conscious Strategic (CSO)	4	27%	22	46%
Conscious Intentional (CIO)	1	6%	10	21%
Conscious Unintentional (CUO)	2	13%	7	15%
Conscious Receptive (CRO)	4	27%	2	4%
Unconscious (UO)	4	27%	7	15%
Conscious Attentive (CAO)	0	0%	0	0%
Total omissions	**15**	**100%**	**48**	**101%**[6]

Fig. 9: Total omissions made by each DI across all categories in Assignment 3 (with audience)

Taking into account the data from the table in Figure 10 express clear variation from those in Figure 7. It is surmised that this variation results from the presence of audience members in Assignment 3.

Fig. 10. Distribution by percentage of omissions across all categories in this study, compared to the findings of Napier's (2001) and Kauling's (2015) studies.
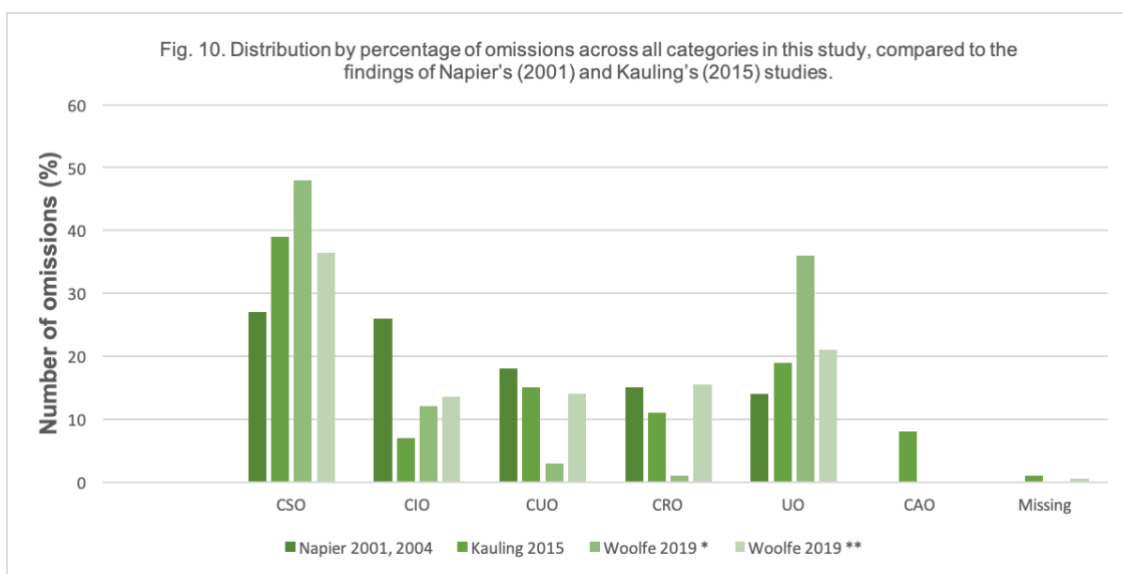
* Assignment 2 without audience members

** Assignment 3 with audience members

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[6] Calculated with figures rounded up to two decimal places.

Examples of omission categories performed in Assignment 3 (with audience)			
Category of Omission	DI	Reference	Rationale
Conscious strategic (CSO)	P1	"And many other have smartphones"	P1 explained that this statement was a surplus to the message and decided to omit this.
Conscious intentional (CIO)	P2	"Bilateral and regional agreements likely probably to be more important than any universal agreements."	P2 decided to omit this part as he could not follow the concept of this message.
Conscious Unintentional (CUO)	P1	"Back in the audience"	P1 realised the mistake but it was "too late to change".
Conscious receptive (CRO)	P1	"C40"	P1 "I was preoccupied with the term 'C40' and therefore was not able to receive source text for a while".
Unconscious (UO)	P2	"I was talking to somebody back there from China"	P2 differed from P1 where P2 still did not realise that he had made a mistake until the researcher pointed out the actual meaning.
Conscious Attentive (CAO)	N/A	None reported.	

Fig. 11: Examples of omission categories performed in Assignment 3 (with audience)

Fig. 12: Number of conscious strategic ommisions compared to all other categories for each DI in Assignment 2 (without audience members).

Fig. 13: Number of conscious strategic ommisions compared to all other categories for each DI in Assignment 3 (with audience members).
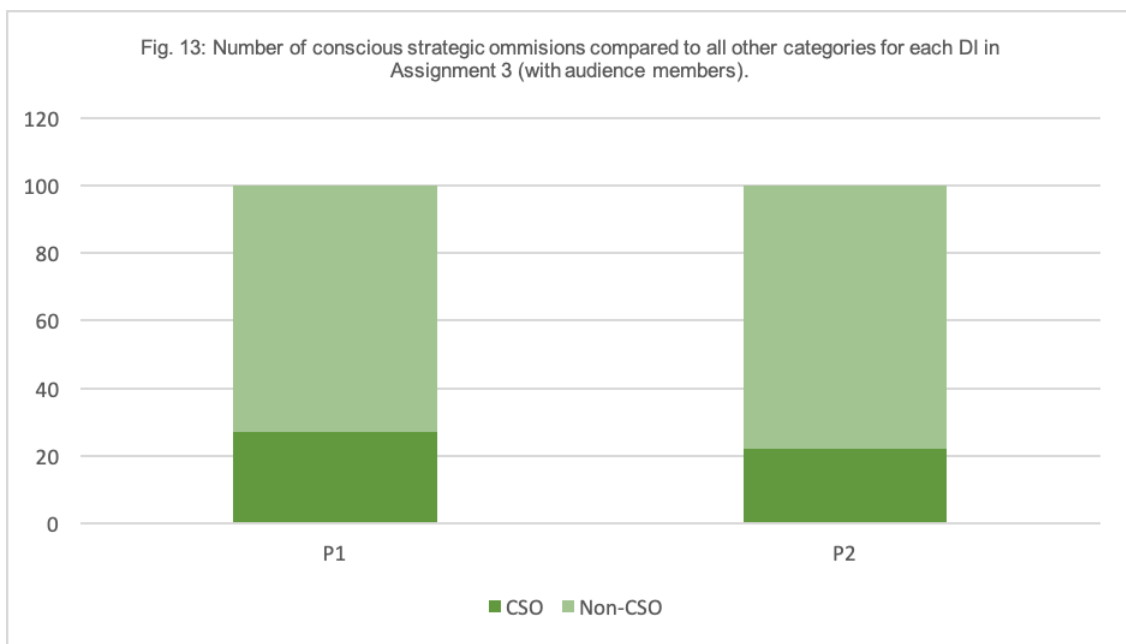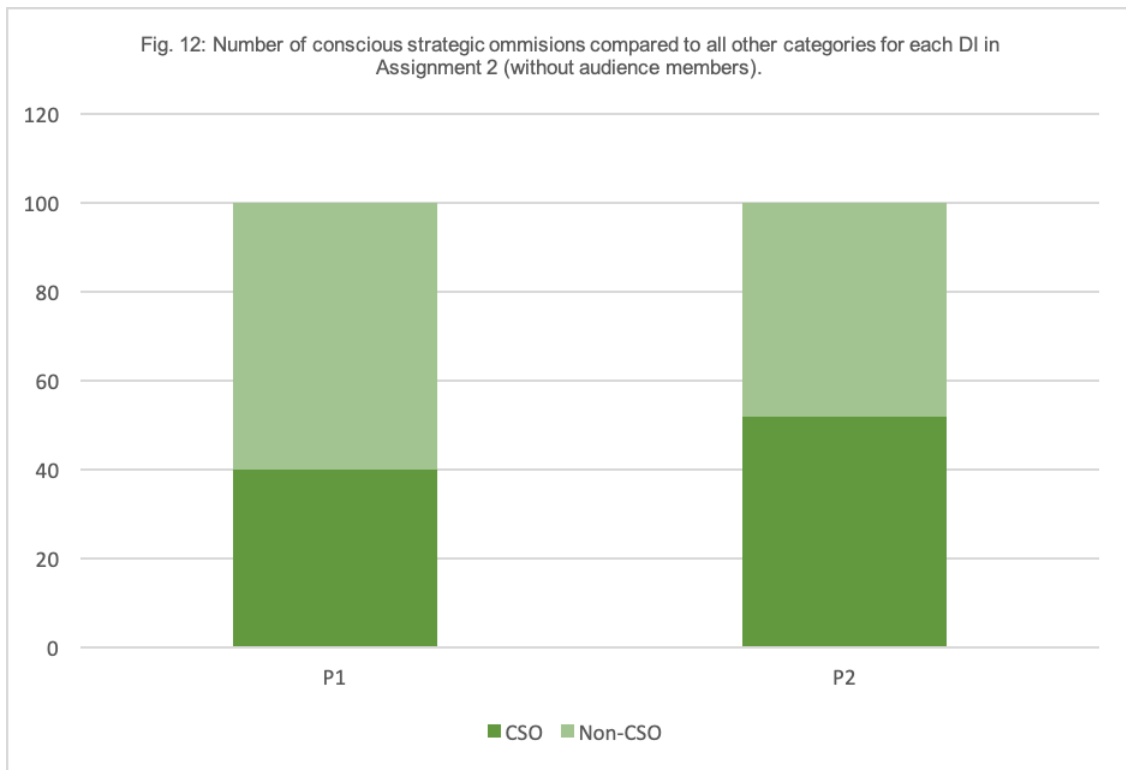
The data from this study demonstrates a noticeable decrease in Conscious Strategic Omissions (CSO) performed by both DIs between Assignment 2 (Fig. 12) and Assignment 3 (Fig. 13), with an average decrease of 13% for the first DI (P1), and 30% for the second (P2).

6.2 EYE GAZE

During scrutiny of the omissions performed by the DIs, instances where the interpreter gazed in the direction of the Deaf audience were noted. This act of back-channelling— performed in order to monitor engagement of the target audience and to receive visual backchannel cues— is discussed in the literature review, and is in line with research on peripheral vision in Deaf people (Bahan, 2008; Bavalier, Dye & Hauser, 2006; Sforza, 2014). The number of instances noted in this data set suggested that exploring the amount of time the DIs spent looking at audience members would be of value. This was calculated using ELAN software by marking duration of DI gaze to audience. The software allows for fine discrimination, so that eyegaze serving other purposes, such as performing constructed action, could be confidently eliminated from the calculation. The table represents the amount of time the DIs in this study spent looking at audience members:

Interpreter	Duration	Instances	Percentage
P1	02:55	139	21.74%
P2	03:23	213	25.27%

Fig. 14: DI eye gaze to audience members in Assignment 3; given in duration, instances, and as a percentage
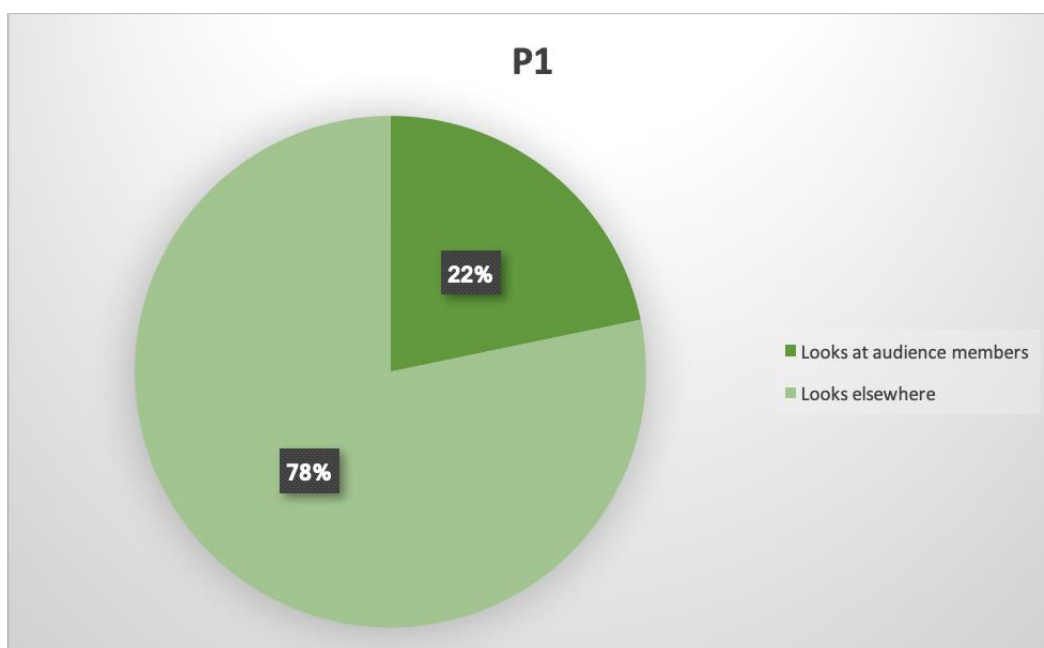
Fig. 15: Amount of eye contact between P1 and audience member.
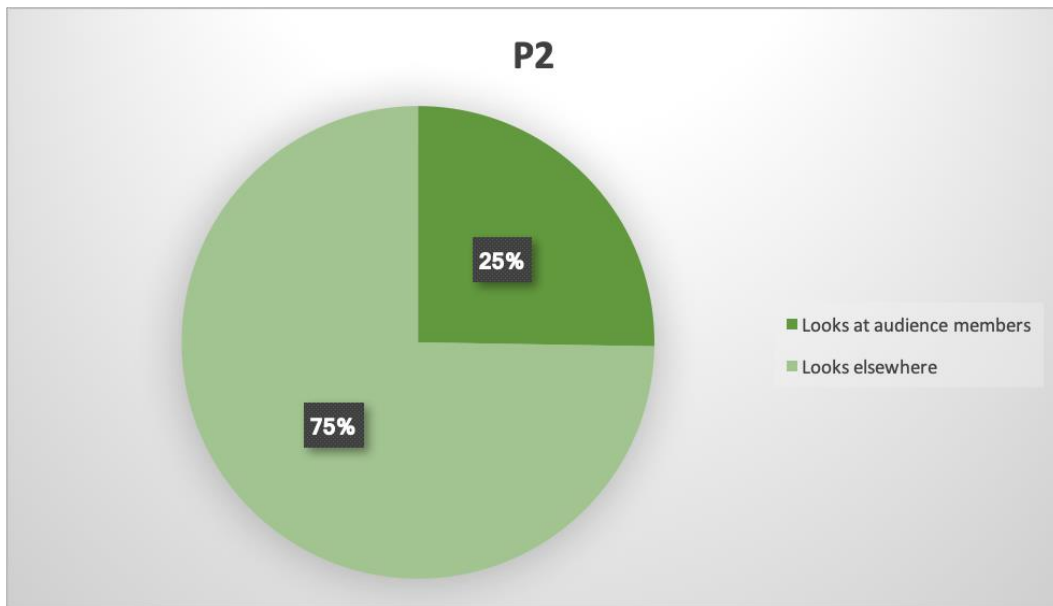
Fig. 16: Amount of eye contact between P2 and audience member.

It is interesting to note that whilst P2 looked at the audience member more frequently, his overall percentage of eye contact shows a difference from P1's of less than 4%. This suggests that shorter, darting glances may have been less effective in establishing connection than the strategy adopted by P1, who reported engagement as one of his aims (P1, task review, assignment 3, 04:15). P1, with more experience of interpreting before ss, looked to his audience members less frequently.

Whilst it was difficult to determine whether back-channelling took place during these instances of contact, as they were very subtle, P1 reported a feeling that it had:

> I could sense their 'nods', as if to say they understood, and that was a signal. That gave me the confidence to continue, with the rapport set. It was also clear that they were not pretending to understand." (P1, retrospective interview, 11:50)

Perhaps a future study might examine such back-channelling in greater detail, using advanced technology to observe these features.

For Assignment 2, P2 explained that he had treated the autocue as his audience, rather than any Pragmatic Other (Ruuskanen, 1996):

> It may be the fact that I do not have much experience of interpreting before a Deaf audience. Most of my experience is in front of a camera, so when I was in front of the camera and the autocue, I was like on autopilot and adopted the

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same approach. The autocue became my audience rather than the Deaf pragmatic one. It's a bit of a wrong approach if you get my meaning.

Whilst P2 originally claimed to have constructed a Pragmatic Other (Ruuskanen, 1996) during this task, the comment above makes clear that P2's ambition to accommodate to the style of an imaginary Deaf audience was lost as he returned to the autocue.

6.3 EXPERIMENT FOR CONSCIOUS ATTENTIVE OMISSION

To test whether the additional category of omission noted in Kauling (2015) would present in this study, the autocue text was edited to deliberately generate a technical glitch of a few seconds' duration. This was designed to explore how the DI would react. The autocue glitch was played during Assignment 3, (Autocue, Assignment 3, 02:15) approximately two minutes into the interpretation task. It produced a flickering green screen for five seconds. Any text on the screen was undecipherable during this time.

In neither case did the DI perform any CAOs (Kauling, 2015). Both remained in position for the duration. Both DIs tried to seek advice from the camera operator, and both managed to continue their interpretations with minimum disruption to their efforts.

6.4 INTER-RATER RELIABILITY

In this study, an inter-rater was employed. The holder of a doctorate, and an experienced in-vision BSL interpreter for a news broadcast, the inter-rater was given access to the videos of the two DIs, and the video of the autocue. The inter-rater was asked to identify any omissions, using ELAN software. The procedure was designed to enable comparison of the findings between the researcher and the inter-rater. The inter-rater annotated the omissions, adding a tier which was exported as a table, later incorporated into the main ELAN file.

6.4.1 INTER-RATER: OMISSIONS

In P1's Assignment 2, the inter-rater marked seven instances of omissions, while the researcher identified only five. Only one of the omissions was common between the researcher and the inter-rater.

In P2's Assignment 2, the inter-rater marked 41 instances of omissions, compared to the 33 identified by the researcher. In this sample, 33 omissions matched for both the researcher and the inter-rater.

In P1's Assignment 3, the inter-rater identified only six instances of omissions, compared to fifteen by the researcher.
In P2's Assignment 3, the inter-rater's return corroborated all instances of omissions identified by the researcher.

	Researcher	Inter-rater	Difference	Same	%
P1 Assignment 2	5	7	2	1	71%
P1 Assignment 3	15	6	9	4	40%
P2 Assignment 2	33	41	8	33	80%
P2 Assignment 3	48	48	0	48	100%

Fig. 17: Comparison of omission detection between researcher and inter-rater.

In summary, for omissions in this study, the inter-rater reached an average reliability rate of 73%.

In one instance, the inter-rater marked as an omission the DI's failure to relay that the Chinese government had banned an internet video. This data was, in fact, relayed by the DI but the DI's timing may explain why this was overlooked by the inter-rater.

6.4.2 INTER-RATER: EYE CONTACT

The inter-rater was also asked to validate instances where the DI was assumed to have looked at their audience members, in a sample of five minutes' duration. The inter-rater checked twelve instances identified by the researcher. In all instances for

P1, the researcher's findings were corroborated. One instance involving P2, was disputed by the inter-rater. In this instance, the inter-rater commented that it was difficult to confidently distinguish eye contact with the audience members from grammatical eye gaze to the left. This could have been an effect of video recording—the inter-rater being external to the data collection environment, and therefore unaware of the audience members' proximity and spatial relationship to the interpreter.

In summary, instances of each omission category performed in both assignments were noted. The results demonstrate that Conscious Strategic Omissions (CSO) feature as much for DIs as they do for the NDIs in Napier's (2001, 2004), and in Kauling's (2015) studies. There was, however, no evidence of Conscious Attentive Omission (CAO), as identified by Kauling (2015). Interestingly, there was a stark difference in responses regarding the Pragmatic Other (Ruuskanen, 1996) between DIs, and this correlated with the number of omissions performed. These results are discussed further in the following chapter.

7. FINDINGS

The findings of the study are discussed in this chapter, and the data compared. Instances of omissions by each DI are compared with data given in Napier (2001, 2004), and in Kauling (2015). The working capacity memory of the DIs is compared with findings from Wang et al. (2015). Gile's Effort Model of Interpreting (1985, 1997/2002) is revisited, and an adapted version proposed to permit clearer description of the work of DIs.

Consideration is given to the range of influences that may have contributed to the results—including Deaf audience members, preparation materials, and the level of experience of each DI. The influence of the autocue is discussed, and findings relating to the Pragmatic Other (Ruuskanen, 1996) are debated. Finally, the DIs own reflections are explored.

7.1 INSTANCES OF OMISSIONS

When compared to data from both Napier (2001, 2004), and Kauling (2015), there were notably few omissions performed by P1. This may be explicable in terms of demands on working memory, since the NDIs in both studies given above were reliant on an audio source text. Audio source texts are ephemeral in nature, whereas a text-based source, presented on autocue screen, has considerable 'longevity' as it scrolls up the autocue screen.

7.2 WORKING MEMORY CAPACITY

It may be supposed that NDIs need to omit source language information as soon as they reach the limit of their working auditory memory. However, Wang et al. (2015) find working memory capacity of NDIs significantly outperforms that of Deaf people, although their research focussed on signed prompts, and their findings were ultimately judged inconclusive (Wang et al., 2015, p.96).

7.3 GILE'S EFFORT MODEL

The present study would suggest that, for DIs in this situation, Gile's Effort Model for simultaneous interpreting (SI) (1985, 1997/2002) might be revisited and reformulated, as follows:

$$SI = L + R + P + M + C$$

In addition to listening and analysis (L), R refers to reading, and to level of comprehension of the English text. P continues to represent the production of the interpreter; in native signers, this may constitute less effort than for those who acquire the target language later in life. Whilst memory remains an important factor, the mental holding of information queuing to be interpreted is here replaced by general information regarding the content of the discourse. The coordination effort (C), includes the back-channelling process, as the DI engages members of the audience in order to shape and re-shape his rendition.

As with Gile's original Effort Model, should one factor fail— such as incomplete production, or incorrect reading (due to interpreter error or source text error)— omissions would result.

However, the overall ambition of a quasi-mathematical/scientific formulation to signify objectivity is questionable, especially when examining human communication. Recent decades have seen a shift towards qualitative rather than quantitative approaches.

7.4 INFLUENCE OF DEAF AUDIENCE MEMBERS

The premise of Bell's (1984) Audience Design framework—that a speaker responds to their audience— is borne out in the results of the present study. P1 explicitly comments on how the presence of the Deaf audience members influenced his interpretation. He comments on the cultural connection generated by the presence of the audience, and differentiates this from the Pragmatic Other:

> It's interesting as with the mentality presence [of audience] there wasn't the cultural element addition but with the actual presence [of audience] there was this extra cultural element. It's interesting.
>
> (P1, Task Review, Assignment 3, 05:17 – 05:25)

Bell (1984, p.67-168) finds speakers respond to audiences by style shifting, and this is supported in the findings of this study, when P1 employs a particular item of sign vocabulary to engage with his audience members:

> There was this sign to engage with the audience members. It's as if to give the extra message from the presenter. (P1, Task Review, Assignment 3, 05:51 – 06:01)

Bell (1984, p.161) states that audience influences communication style and "is by no means passive", but has the potential to influence the interpreter through back-channelling. Again, this is borne out in findings of the present study, when P2 reflects:

> I had not realised that I had made a mistake then. I think I probably was looking at the audience then. I think I was fishing for their humorous reaction and when that came I looked back at the autocue and had missed that then (P2, Task review, Assignment 3, 27:46-28:10).

P2 admits a compulsion to add, rather than to omit:

> I added there the referee being beaten up as it was not in the source text as the Deaf audience may not follow the joke. If I cut there abruptly they may be left wondering so I decided to add there. (P2, Task review, Assignment 3, 32:35-32:49)

And again:

> You may have noticed that I have added the sound cues such as laughter in the room and the mis-pronunciation which I would not have acted if there were no Deaf audience members, I believe that the interaction was one big difference with them being present as I could see them watching me and the need for these interactions. (P2, Task review, Assignment 3, 32:50-33:11)

7.5 INFLUENCE OF PREPARATION

This study accepts the significance of preparation, as discussed in Kauling (2015). However, since the number of DIs involved in this study was smaller in comparison to the NDIs in Kauling's (2015)— (n=2) compared to (n=14)— it was not possible to compare the DIs against control groups. Instead, both DIs were provided with the opportunity to prepare, and the study sought to note how each DI approached this preparation opportunity.

Both participants reported appreciating the opportunity to familiarise themselves with the lecturer during Assignment 1 (watching the video of the first part of the lecture). P1 remarked on the advantages bestowed by Assignment 1:

> I felt that it was a great help as the text on its own would not allow me the opportunity to realise who was speaking behind the text itself. You need to see the person to become accustomed to that person. (P1, Retrospective Interview – Introduction, 00:25-01:09)

P2 reported similar benefits, this time from the preparation notes given in Assignment 1:

> the preparation notes which included some of his aim which helped me to understand what he would be talking about - Politics and Climate Change. Other information [...] are also on my radar. (P2, Task Review, Assignment 2, 20:14-20:41)

7.6 INFLUENCE OF EXPERIENCE

Lack of experience of interpreting before a Deaf audience proved a noticeable factor for P2:

> it's the lack of experience with actual interpreting for Deaf audience members, […] I think the fact also lies with most of my translation work takes place where I have to focus on the camera and not to lose my attention. […] soon I realised that I needed to look at the Deaf audience members. (P2, Task Review, Assignment 3, 01:03-01:53)

P2 further explains that his strategy of employing free interpretation helped him deal with unfamiliar terminology:
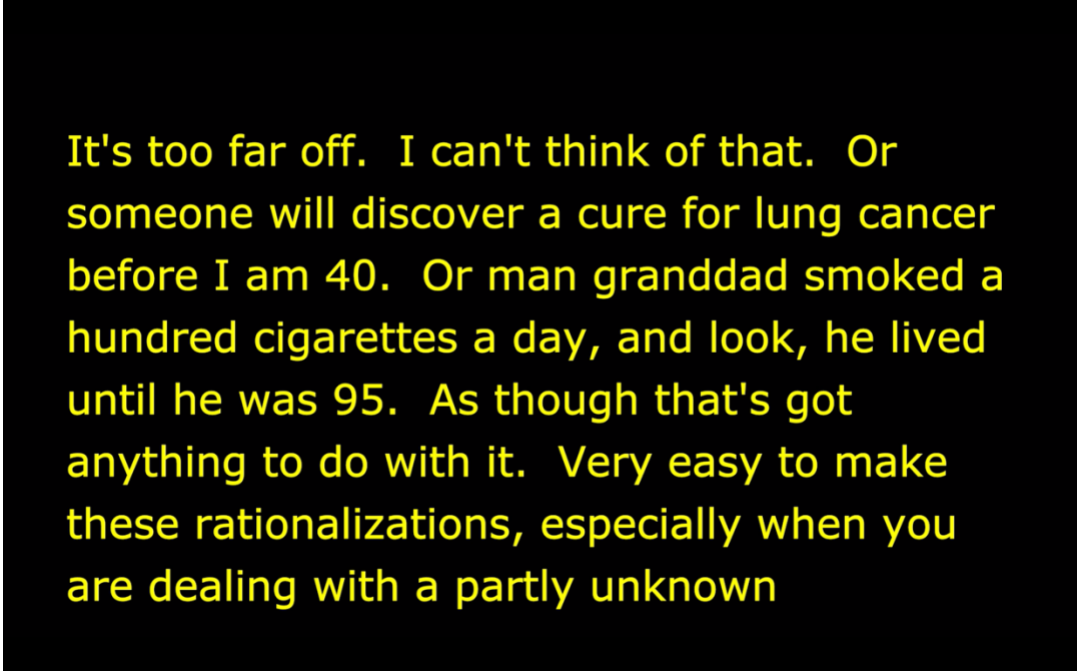
> in the interpretation, I had become detached from the source text and yet produced an equivalent meaning in the renditions. (P2, Task Review, Assignment 3, 35:14-35:47)

7.7 INFLUENCE OF AUTOCUE

The influence of the autocue text was also explored. The settings on the autocue can be customised; for example, both font size and the colour of the text against the background can be configured. However, to maintain consistency across the dataset, these options were pre-determined by the researcher, and the video pre-recorded. Both interpreters confirmed that the size and colour of the display text were optimal to their purposes, and reported no issues with the configuration.

The speed of text delivery was not adjusted, but allowed to follow the speed of the speech. P1 reported that he struggled after allowing the autocue to scroll up, and that as a consequence he became 'stuck' reading from the top line for the rest of the assignment.

The autocue text for the study, produced remotely in real time by stenographers and recorded to permit consistency across the Assignments, was not without miscues. It may be valuable to point out two such miscues and demonstrate how these were performed by P1. In Assignment 2, there was a text error, with the words "Or man grandad..." appearing on screen in place of the original "My grandfather…"
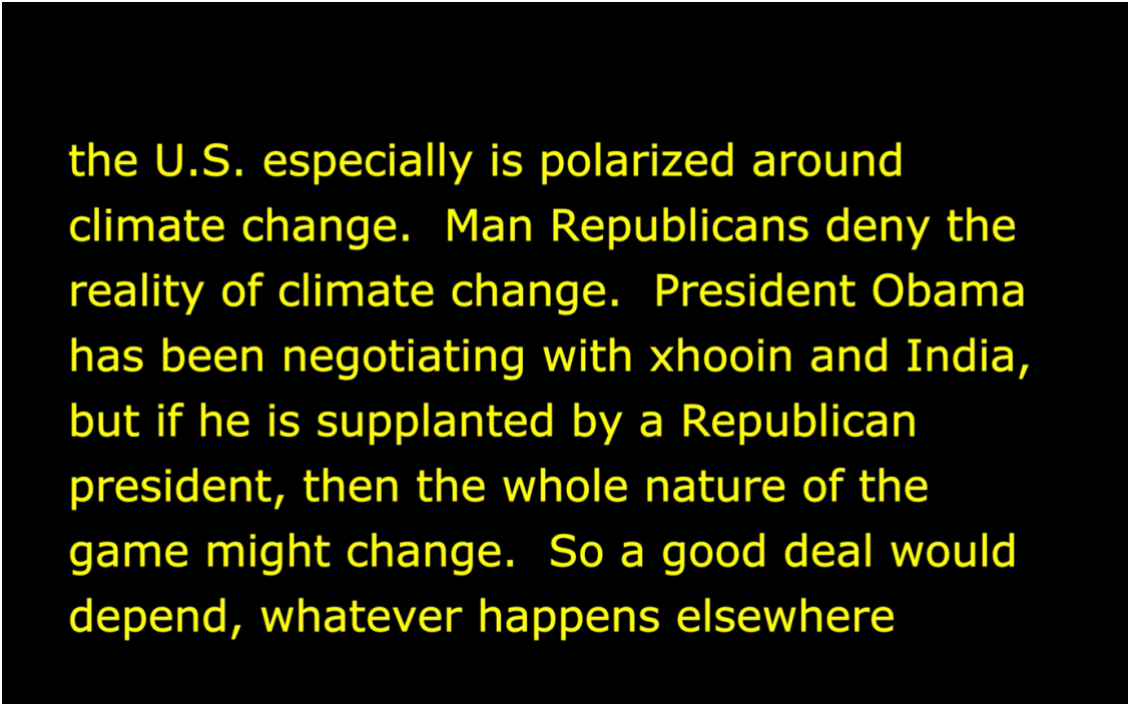
Fig. 18: Screen shot of Autocue (Assignment 2, 03:01)

P1 did not stumble at this mistyped word and signed the equivalent meaning, [MAN-GRANDFATHER].

P2 later reflected that he didn't remember noticing this source text error, despite performing an acceptable interpretation. It was therefore not possible to ascertain whether this was a Pure Unconscious Omission (PUO); his claim to be unaware of this invalidates it as a strategic decision. This suggested the potential of a new, further category to add to the literature, that of Unconscious Strategic Omission. However, closer scrutiny revealed that P2 had, in fact, given [PERSON-GRANDFATHER] as his rendition. This is a diverted interpretation, as the pronoun [MY] is omitted, and is therefore classified in this data as an Unconscious Omission (UO). It is acknowledged that this could arguably be classified as a grammatically driven approach to the rendition, however there was an unintended omission by error on the part of the stenographer.

The second text error was a mis-spelling in Assignment 3, where 'China' was incorrectly delivered as 'xhoonin'. Both P1 and P2 recognised that "xhooin" was a mistake and both omitted this from their renditions. This omission was classified as a Conscious Intentional Omission (CIO), as neither interpreter was able to understand the mistype.

the U.S. especially is polarized around climate change. Man Republicans deny the reality of climate change. President Obama has been negotiating with xhooin and India, but if he is supplanted by a Republican president, then the whole nature of the game might change. So a good deal would depend, whatever happens elsewhere

Fig. 19: Screen shot of Autocue (Assignment 3, 03:26)

It can be speculated, then, that DIs might benefit from training on strategic approaches to working with an electronic source text feed: learning to read from the bottom of the screen rather than the top; to decide when to quickly review the text on screen, and when to speed to the bottom part of the screen.

Working from a larger screen, such as a 27" computer screen or wall projection, may provide considerable advantage to the DI as the larger size allows for easier re-orientation to the source text after looking to the Deaf audience.

7.8 INFLUENCE OF THE PRAGMATIC OTHER

P1 reported employing a Pragmatic Other (Ruuskanen,1996) in Assignment 2 (without audience), and that he did not engage this process in Assignment 3 (with audience). This influence of the physically absent audience on the interpreter's conscience aligns with Bell's (1984) 'reference groups'. P1 was able to both confirm, and describe at length the personal attributes of his Pragmatic Other (Ruuskanen, 1996), namely his Deaf brother-in-law, who:

> does not have a good English competency, and [...] has a real interest in politics, and current affairs and loves to watch Question Time [...] he knows about the issues, the difficulties with the economics, issues around the world,

so he was the ideal focus person I had in my mind when doing the interpretation. He doesn't represent the average Deaf person you'd meet at a Deaf club who would be oblivious to politics as such, even though his English doesn't get anywhere but his interests and knowledge are there which is why I had chosen him to accommodate while I did the interpretation.

(P1, Retrospective interview – Introduction, 07:13-07:56)

P2's use of a Pragmatic Other was less specific and he reported a generalised hypothetical allegiance to what Bell (1984, p.187) terms the "ingroup referee". For P2, this was "Strong NI [Northern Irish] Deaf BSL users" (P2, Retrospective interview, 05:54-06:08).

Again, it is possible to speculate that further understanding of the concept of Pragmatic Other might equip DIs with additional skills useful in making decisions and judgements on target texts. Furthermore, future research might explore 'virtual feedback' from the Pragmatic Other as a backchannel feature.

7.9 REFLECTIONS OF THE PARTICIPANTS

P2 reflected on his lack of experience in interpreting before a Deaf audience, admitting that this had greatly affected him during Assignment 3 (with audience). Indeed P2's lack of engagement with his audience during Assignment 3 had compelled the researcher to interrupt to remind P2 of the actual presence of his audience. For one minute and fifty seconds, before the reminder occurs, the data shows virtually no instances of eyegaze to the audience. Thereafter, there are 213 instances of P2 looking to the audience, giving an accumulated audience eyegaze duration of 3 minutes and 23 seconds out of the remaining 12 minutes and 22 seconds of interpretation time.

P2 later commented:

I think I prefer the third assignment as there were the Deaf members of audience present. The second assignment was more faithful to the source text which is fine in itself for me but for the third assignment it was more faithful to the Deaf audience members, it produced more of a true BSL version, it had more cultural aspects.

(P2, Task Review, Assignment 3, 36:33-37:00)

And:

Even though I felt like I was panicking or struggling through, reviewing the videos, I realise that I had come across fine. [...] Realising this now, I should be more confident for future assignments!

(P2, Task Review, Assignment 3, 36:08-37:06)

One objective of this study was to identify whether the presence of Deaf audience members would influence the use of strategic omission and substitution in DIs working from an autocue source text. A strong relationship between Communication Accommodation Theory (Gallios, Ogay & Giles, 2005) and Audience Design (Bell, 1984) has been reported in the literature. One notable finding of the present study is how little omission is performed when P1 is employing a Pragmatic Other (Ruuskanen, 1996).

Data from both DIs supports the existence of a shared cultural norm (Toury, 2000; Stone 2005) taking precedence in Assignment 3 (with audience). This leads both DIs to reformulate their renditions for the physically present audience. Preparation proved to be a key factor for both DIs, and experience proved a significant influence on performance, especially when interpreting before a physically present audience. Another striking result from the data is the high average (23.5%) of instances of eye contact demonstrated by both DIs. This finding supports Communication Accommodation Theory and suggests Audience Design, afforded through backchannel cues from the audience members, affects renditions of DIs.

The results of the study demonstrate the potential for adaptation of Gile's Effort Model to allow for the technology-dependent reception of source texts by DIs. Whilst this study was undertaken with an autocue source text, more general findings are discussed in the following chapter.

8. GENERAL DISCUSSION

In this chapter, general points arising from the study are discussed: beginning with a discussion of the wider opportunities offered to DIs, and how these might affect

performance in this study; followed by a discussion of the similarity of errors in the data sets from both DIs in this study. The chapter continues with a general comparison of DIs and NDIs, and concludes with a critical view on the difference between omissions and substitutions.

8.1 OPPORTUNITIES

Both DIs in this study commented on the lack of opportunities to perform interpretations before Deaf audience members. Although both DIs regularly work with live transmissions, each reported that there were no physically present audience members available to provide supportive feedback.

8.2 SIMILARITY OF ERRORS

At certain points in the source text, both DIs made the same translational errors. One example is the source text reference "back there from China". In the original lecture, the speaker refers to members of his audience, present in the lecture theatre, who originate from China. Both DIs in this study interpreted this as 'someone coming back from China'.

8.3 COMPARISON BETWEEN DIS AND NDIS

A comparison of DIs' productions to those of NDIs (given in the written reports of both Napier's and Kauling's studies) might suggest differences in prioritising language correctness and information completeness. It is also significant to note that the DIs in this study perform fewer omissions to those in Napier (2001, 2004) and Kauling (2015), because the source text was presented via autocue rather than via the more ephemeral medium of sound.

8.4 OMISSION VERSUS SUBSTITUTION

Kauling (2015) highlights the challenge of labelling omissions. Some participants in her study argued that instances potentially identifiable as omissions were in fact "acceptable translations" (Kauling 2015, p.54). Re-examining Napier's 2001 dissertation, Kauling finds some instances coded as omissions, that might better be

regarded as substitutions. Kauling, therefore, adopts the definition of omission given by Cokely (1992, p.83):

> instances in which information contained in the source language message has been replaced by information in the interpretation that is at variance with the intent of the source language message.

However, Barik's (1971) argument that the act of substitution involves the act of omission (see section 13) may undermine Kauling's stance.

This chapter has noted feedback, given by both DIs in this study, on the lack of opportunities for interpreting before a live audience.

Attention has been drawn to the performance of the same error by both DIs at certain instances in the study. It has been proposed that the data from this study reflects a difference between DIs and NDIs in a preference for language correctness over information completeness in the target text. These findings corroborate those of Stone (2009), who proposes a Deaf Translation norm.

The findings of this study support evidence from previous observations on omissions and substitutions, including those by Barik (1971) who argues that substitution involves the act of omission. However, the small scale of the present study it should be noted in any discussion of results. This will be discussed further in the next chapter.

9. LIMITATIONS OF THE STUDY

A number of limitations in this correlational research are acknowledged in this chapter. Variables such as sample size, artificiality of setting, speed of source text delivery, and the lack of inclusion of an NDI feed, are considered. The presence of the audience as a factor, particularly influencing P2, is discussed before the chapter closes with a comparison of audience and context as influential factors.

9.1 SAMPLE SIZE

While a study involving only two DIs may yield insufficient quantitative data, the sample nonetheless represents a large proportion of the total number of Deaf people

currently working as interpreters, rather than translators[7], in the UK. There are currently only six deaf interpreters working for BBC News. One further Deaf person is qualified but does not practise, except as a relay interpreter. The sample in this study, therefore, constitutes two out of a population of seven, which is 28% of the total population.

9.2 THE ARTIFICIAL SETTING

In any simulated environment or task, the results are likely to differ from those drawn from naturally occurring data. In this case, the DIs were not present at the original lecture event. Despite being presented with a video of the lecturer, and visual information about the physical setting and members of the original audience, the DIs could neither see nor feel the atmosphere. The environment of the studio might be considered more sterile and more reserved in comparison. The additional pressure arising from a sense of being 'tested' may further complicate results, potentially influencing the DIs' performances.

9.3 RELIANCE ON TEXT SPEED

In an actual lecture, the speaker would likely be aware of the presence of the interpreter, and may seek to modify speed of delivery to facilitate interpretation. The lecturer may meet with the interpreter beforehand, discuss the lecture and even share notes. For this experiment, no visual materials— such as PowerPoint, graphics, slide shows, white or black boards— were provided and the speed of the lecture directed the speed of the autocue. This may have added pressure to the interpretation process.

9.4 THE QUESTION OF THE NDI FEED

As a source, written text alone may have failed to deliver some inferences present in the spoken text of the lecture. Using an NDI feed to support the DI could have preserved these advantages. An NDI might also have been able to provide any clarifications or further details the DI might require. An NDI would also have been

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[7] The NRCPD's qualified translators hold the NVQ Level 6 qualification, which is an assessment of signed output and not English competency or comprehension.

able to identify the current speaker, and to point to any persons or objects referred to in the original presentation.

9.5 P2 AND AUDIENCE PRESENCE

The interjection of a reminder to P2 of the audience presence may have affected the experiment. It is not known whether, should P2 not have been reminded, he would have realised on his own accord the need to look at his audience. Prior to the interjection, instances of eye-contact in P2's data for Assignment 3 were virtually non-existent.

9.6 AUDIENCE FACTOR VS. CONTEXT FACTOR

As the procedure of this study allowed the DIs to perform Assignment 2 (without audience) before Assignment 3 (with audience), the interpreters had the opportunity to become more familiar with the nature of the source text. This was further facilitated by the provision of Assignment 1 (watching the initial segment of the lecture on video). This study, therefore, assumes an influence of context on interpretation, and that this would enable the DIs to make more sophisticated decisions by Assignment 3.

The source text lecture chosen for this study was not supported by any PowerPoint slides. This was a deliberate consideration in the selection of materials: slides displaying terminology, points of reference, or images may have triggered instances of Reference Omissions. Since there was no PowerPoint, there were no instances of these Reference Omissions recorded in the data.

Limitations must be conceded in a study of only two subjects although, given the dearth of qualified or experienced DIs in the interpreting industry, and the consequent lack of literature on DI practices, even such a small scale study may represent a contribution.

The studio setting where the data collection took place did not resemble an actual lecture setting. There was no opportunity for the DIs to meet the original lecturer, nor engage with them in the preparation of the assignment. No NDI was present.

A question of influence arises in this study, when a prompt given to P2 may have altered the results. The DIs in the study may have been influenced by increasing exposure to context as the data collection procedure progressed.

10.   IMPLICATIONS AND AREAS FOR FURTHER STUDY

Although beyond the scope of this study, analysis of comprehension by the deaf audience may have been warranted. Because the ambition of the present study was to focus on the DI, consideration was not given to the audience's understanding of the renditions the DIs provided. This could have been used as an indicator of DI performance– addressing questions of whether the omissions performed had any bearing on comprehension, and seeking to confirm whether any back-channelling was authentic or merely ingrained behaviour. These postulations could form the basis of further research. Such research might support Napier's (2001, p.47) assertion that:

> it would be necessary to test Deaf people's comprehension levels. In this way, it would be possible to determine whether sign language interpreters are meeting the communicative needs of Deaf university students, in addition to how well they conform to theoretical perceptions of what effective interpreting means.

Since this study yields data supporting Communication Accommodation Theory, through the demonstration of an average 23.5% of eye contact between the DI and their audience members, it could be of interest to pursue this line of inquiry— employing more sophisticated equipment to discriminate between eye contact and eye gaze, and including further variables such as the facial expressions of both DIs and audience members as they interact.

Since Deaf interpreters are still scarcely used in many communicative discourses, their role is often misunderstood by both Deaf and hearing populations. A post-task review with the four Deaf audience members participating in this study might have provided further insight into their perceptions, and their expectations of a Deaf interpreter. Insights from such data could support the employability and promotion of DIs in the wider interpreting field. To achieve equal professional status in the

industry, any perceived limitations that hinder the development of DIs must be tackled. Both Deaf and non-Deaf interpreter communities need to be able to embrace the benefits and advantages DIs may present, before DIs can be recognised as equal professionals.

As direct eye contact is essential for communication in signed languages (Emmorey et. al, 2008), and for back-channelling between deaf people to take place, the position of the autocue may be disadvantageous to a DI if he cannot easily see both source text and target audience at the same time. Alternative technologies might be considered, including a presidential teleprompter— a variety of autocue, where the words of the source text are reflected on a glass placed on the floor pointing upwards towards the speaker/ interpreter. The adoption of this technology might be investigated to compare eye contact between interpreter and audience members, who would be able to see the interpreter directly but not the text on the glass screen.

Cost limitations remain a barrier to DI-NDI teams, since conference organisers are reluctant to pay for two professionals. However, initiatives such as the UK's Access to Work scheme may provide a solution, enabling the DI to pay the NDI feed interpreter.

For this study, the source text feed was prepared remotely by a stenographer. However, initial consideration was paid to alternative methods, including use of a re-speaker working from a computer audio feed. With this latter method, text was re-presented in blocks, rather than word by word, and the method was disregarded for this reason. The flow of the source text provided by the stenographer was judged by the researcher to be smoother and likely to be preferred by the DIs. The technology for automated speech to text was also explored, with support from Microsoft, but after a few experiments in which some of the words produced on screen did not correspond to the speaker's utterances, it was conceded that such technology is not yet ready. This conclusion is supported by The World Federation of the Deaf (WFD) and the International Federation of Hard of Hearing (IFHOH), in their joint Statement[8]

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[8] WFD and IFHOH Joint Statement: Automatic Speech Recognition in Telephone Relay Services and in Captioning Services. 27 March 2019. Retrieved from https://wfdeaf.org/news/resources/27-march-2019-wfd-ifhoh-joint-statement-automatic-speech-recognition-telephone-relay-services-captioning-services/

on the use of Automatic Speech Recognition (ARS) with Telecommunication Relay Services (TRS) and Captioning Services. The statement confirms the shared WFD and IFHOH belief that current ASR technologies are not yet ready to replace human operators, and that further research and development is needed to deliver a truly useable product.

11.   CONCLUSION

Deaf Interpreting has been emerging, as both concept and practice, for a considerable time (Collins & Walker, 2006). This study sought to explore differences in omissions performed by DIs and NDIs within the taxonomies presented by Napier (2001, 2004), and Kauling (2015). This study supports the findings of Napier (2001, 2004), within the taxonomy she proposes. This study further supports Kauling's (2015) findings on Conscious Strategic Omissions. However, this study yielded no instances of the Conscious Attention Omission (CAO) noted by Kauling (2015). It is hypothesised this difference may be due to the use of autocue in the delivery of source text to the interpreters. As in Kauling's (2015) research, this study provides evidence of a correlation between performance and preparation, whereby familiarisation enhanced the DIs' recalled confidence in the performance of Assignments 2 and 3. Furthermore, this study supports the argument (Barik 1971, p.204) that substitution forms part of strategic omission.

In conclusion, the use of ELAN software in this study enabled the capture and close analysis of back-channelling features occurring between DIs and members of their audience. In this study, the DIs averaged 23.5% eye contact with their audience members. Recollections by the DIs confirm the hypothesis that this eye contact was made in order to receive feedback (Sanheim, 2003) and to accommodate (Gallios, Ogay & Giles, 2005) to communicative style.

This evidence is further supported by the comparison of data from Assignment 2 (without audience), where both DIs reflected they had interpreted to a Pragmatic Other (Ruuskanen 1996), with that from Assignment 3 (with audience). The performances of the DIs in this study were dependent on comprehension of the source text, and an adapted version of Gile's Effort Model of interpreting (1985,

1997/2002) was proposed to factor both speed and display of the source text into the existing comprehension equation.

This study will contribute to the current pedagogy of DIs, supporting the development of strategic approaches to interpreting from autocue, both with or without a NDI feed interpreter.

This study highlights the significant impact of experience on interpreter performance, and calls attention to the lack of opportunities afforded DIs.

The data collected in this study provides clear evidence of shared DELK (Beldon et al. 2009) between audience and DIs. It is therefore suggested that Communication Accommodation Theory (Gallios, Ogay & Giles, 2005) should be included on the curriculum for the training of DIs. The data from this study also questions, then, the appropriateness to DIs of current generic training curricula, such as such as the UK's NVQ courses, which must adhere to a national framework. DIs will would benefit from training that caters to their particular skills, including cultural translation.

Technological advances are likely to continue to be a factor influencing the performance of DIs. Consideration should be given to resolving issues around access to speaker intonation, accent and locational references. One possible solution in environments such as the one created in this study, may be to have a small screen incorporated with the autocue system, allowing a feed interpreter to be shown alongside written source text. This study, therefore, also has implications for NDIs wishing to work with DIs in various settings.

As Collins & Walker (2006, p.89) conclude, both "DIs and hearing sign language interpreters will find ways of working together". Indeed, considerable rewards could accrue for all participants as opportunities for DIs to employ their skills increase; clients will benefit from a more cultural translation, while NDIs will experience less cognitive effort. Turner (2005, p.53) supports such optimism. Drawing on the notion that all stakeholders contribute towards the 'co-construction' of interpretations, Turner (ibid.) calls for attention to be paid to the best way to effect the "relationship between Deaf and hearing people regarding interpreting", which he believes will

"ultimately entail more deaf people needing to be trained and become experienced as interpreters". The legitimacy of designating interpreting professionals as "Deaf Interpreters", "non-Deaf interpreters" or even "Hearing interpreters" should be called into question. This study supports others (Napier, 2001, 2004; Kauling, 2015) in suggesting that the experience of the individual interpreter is at least as significant an influence on interpreting performance as audiological status.

Ultimately, regardless of comparison and classification, it is likely that the instincts and experience of the individual interpreter in situ most significantly govern the quality of interpretation produced.

12.   REFERENCES

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13.   APPENDICES

Appendix A: Transcript of lecture

Appendix B: Transcript Retrospective interview with P1 – Introduction

Appendix C: Transcript Task Review interview with P1 - Assignment 2

Appendix D: Transcript Task Review interview with P1 - Assignment 3

Appendix E: Transcript Final retrospective interview with P1

Appendix F: Transcript Retrospective interview with P2

Appendix G: Transcript Task Review interview with P2 - Assignment 2

Appendix H: Transcript Task Review interview with P2 - Assignment 3

Appendix I: Questionnaire for Deaf interpreters (Adapted from Napier (2001))

Appendix J: Poster of Lord Giddens' event

Appendix K: Instructions for interpreters

Appendix L: Word lists for Assignments 1 and 2

Appendix A: Transcript of lecture

ASSIGNMENT ONE

Well the background to what I have to say, as was mentioned, is the book that I wrote called 'The Politics of Climate Change', written basically over the years 2007, 2008, published in 2008. It's quite a few years since then, although the book did have a subsequent edition in 2013. I thought a good way to structure this speech would just be to ask what has happened since then – where do we stand with our global attempts to curb climate change in the early part of the 21st century.

So if you go 7 or 8 years back it was actually quite an interesting time because it was a period at which there was a lot of hope around that the world might, as it were, get together and form, construct a concerted organised way of seeking to reduce the carbon emissions which are causing the earth's climate to warm up. It was a time when Al Gore, the former Vice President of the United States, published his book and produced his movie, called 'An Inconvenient Truth', which actually resonated around the world, was watched by many millions of people in fact ... and he received a Nobel Prize for this endeavour. There's actually quite a good story about that, quite a funny story about that, because not everyone in this audience will remember, but in the American election of 2000 Al Gore was lined up against George Bush. That election was very very close, Al Gore actually got more votes, more of the popular vote than George Bush did, and the election was settled by a very dubious set of things going on in Florida. And Al Gore could easily have been president of the United States, probably should have been president of the United States. You have to say if he had have been, the process of world history could have been very very different from how it turned out to be. And so even though he won the majority of the popular vote he never became president. And the story goes that ... this is sort of connected to the Nobel Prize ... and one of his assistants phones him up and says 'Congratulations Al, you've got more votes from the jury to get the Nobel Prize than anyone else' and Al Gore says 'Well thank very much, who won?' (laughter) But in that case, he did win, and things kind of looked set fair because in 2009 there was the biggest meeting ever of the United Nations endeavour, the United Nations Organisation, to try to reach world agreements on how to limit carbon emissions.

It was a massive event in Copenhagen - about 115 world leaders came to that event. There was an enormous amount of hope around the world among climate change activists that it would produce some set of binding agreements among the nations of the world. President Obama turned up to these meetings, Hillary Clinton was at these meetings, most of the major world leaders were there. It was in Europe in Copenhagen, the EU saw itself as the leader in trying to develop active climate change policy. So, there was tremendous hope among climate activists. As most people here will know unfortunately the Copenhagen meetings turned out to be not just a shambles but a fiasco. No agreement was reached, the various groups of countries involved including the developed versus the developing countries squabbled endlessly - it looked as though the whole thing was going nowhere. Then at the last minute a small group of states (?4:41?) leaders got together and drew up a very short document, set of agreements, between basically the United States and what used to be called the 'BRIC' countries – Brazil, Russia, India, South Africa and China ... and this was the sole outcome of the Copenhagen meetings. Interesting, the EU which saw itself as a leader, and it was in Europe obviously, was completely sidelined – it played no role at all in this agreement. The Copenhagen Accord in fact lasted very little time, it had very little impact of an enduring kind on global emissions. So all these hopes which were vested in this particular occasion, this time, I think not only came to nought, the situation was actively worse afterwards, precisely because so much emotional effort globally had been invested in them.

So what has happened over the past 6 or 7 years since then? Well if you look at the science itself, the advance of the science of climatology, the science of climate change, our knowledge about the fact that it is largely humanly induced over the past century, our knowledge about what its likely consequences will be ... over that period the science has become much more robust, much more robust. The latest studies from NASA, the American space organisation, which I think is the best monitoring organisation for monitoring the level of CO_2 and other greenhouses gases in the atmosphere, the latest data from NASA, which came out very recently, shows that 2014 – the past year – was the warmest year globally since records began in 1880 ... with the exception of 1998, which was a very particular year because of things going on in the earth's atmosphere. Apart from 1998, the 10 warmest years in recorded

history have all occurred since the year 2000. There is no way of saying this is simply an anomaly, and the science has hardened very considerably. It's very important to recognise ... I don't know what the interests of everyone here tonight are, but it's very important to recognise that our means of measuring the advance of humanly induced climate change are many – there is not just a single measure ... for example the warming up of the atmosphere is the most often quoted, but NASA gives about 20 different measures of the warming of the world's climate. They include satellite measurements from inner space, satellite measurements from further out in space, the melting of the glaciers across the world, what's happening in the arctic particularly, the warming of the oceans, the acidifying of the oceans – there is the long list ... the science behind these is very firm. So, you certainly can conclude that our advance in our understanding of what's happening to the world climate and the origins of these events has really advanced quite massively over that 7 or 8 years.

A few other things should be said about it, especially for people here who might not be that familiar with what climate change means and why it's dangerous for our world. The advance of climate change produces more and more extreme weather events across the world. These include weather events of all types – greater aridity in some areas. For example, my brother lives in California, they've now had 5 years of extreme drought in California. There's actually only one year's worth of water left in California, so the whole state is facing a massive water shortage, not simply due to climate change but almost certainly influenced by climate change. You look in Australia, you look in Latin America and Brazil – very large and sustained drought. You can never prove conclusively whether any particular weather event is the result of climate change. But when you look at the statistics of extreme weather events – very difficult to resist the conclusion that they are becoming more frequent and more radical across the world.

A crucial thing to recognise about climate change is that so far as we know it is irreversible. So for example I might say well global poverty is terrible, and indeed it is – global inequality – and it would still be terrible if you hadn't done anything about it by 2050. Right? But nevertheless we still could do something about it in 2050 if we didn't before. In the case of climate change this will not be possible short of

some technological innovation which no one can anticipate, because we know of no way of getting the greenhouse gases out of the atmosphere once they're there. Climate change seems to be irrevocable. It's really important to register this because we're talking about the fate of the earth, we're talking about each of your individual lives, and we're talking about the fate of industrial civilisation as it expands across the face of the earth - there doesn't seem to be any way back. Therefore we have a relatively limited time space in order to seek to contain or reverse the issue. Interestingly there are different views of what climate change is kind of doing to the world. There may be some members of the Green movement in this audience, I hope so ... the Green movement tends to see the earth as fragile, and human activities as damaging a fragile ecosphere of the globe on which we live. And no doubt there are some elements of that ... though I'd like to say to everyone in the audience there is a much more frightening version of what we're doing to the earth and that, and this is held by many scientists – this is that the earth is a bit like a wild beast and we are busy prodding that wild beast with sticks, and it will react violently to us. It's a much more disturbing view of the implications of climate change than even the view of straightforward ecological damage.

And when you think about weather patterns and what they can do to our lives, I would like everyone in the audience to register the sheer power of nature. Everyone will have seen in the newspapers the last few days the cyclone in Vanuatu in the southwest Pacific where there were winds of ... according to some claims, well over 200 miles per hour, where the whole island was flattened, where quite a few people have been killed - that's an example of the power of nature. And I think anyone who has a reasonably cautious view of the future would want to say we tamper with such powers at our ... there are huge dangers to us if such is the case for the make-up of the world. And I find that case, having looked at it, as much as a non-scientist can, pretty persuasive. We're busy tampering with a kind of forces which we have no real way of controlling and unleashing them. Not just on future generations, I shall argue, but also to some extent this is already happening in the here and now. And again I'd ask you to recognise that there is no parallel to humanly induced climate change in any previous civilisation. No previous civilisation has intervened in nature to ... even remotely, even remotely, to the degree to which we do on an everyday basis. You could say if you like ... and some geologists do say this – nature is no longer nature

because it is so thoroughly infused with human intervention and human activity. To me it's an awesome thought to think that we are intervening in nature and changing its own nature, its own character ... and almost certainly on a permanent irreversible basis. I hope that will give people at least a sense of the forces which globally we are toying with in the 21st century.

So at the same time as the science has become more robust, at the same time as the risks have become clearer, when you look at public opinion you face a really interesting differential, really interesting contrast, because although the science has become much firmer over the past 7 or 8 years, public opinion in quite a few of the industrial countries has become weaker in terms of people's views, in surveys, of how dangerous they think climate change is, whether they think actions should be taken in the relatively near future to contain it ... it's moved if you like in the opposite direction to the core of the scientific findings, which I would insist are very robust. If you were going into hospital, if you've got cancer ... God forbid anyone in this room does ... you could of course go and see a quack doctor or try lifestyle changes to control it, but you'd be much more sensible to go to a hospital and trust science. The same thing applies to climate change, where you have so many findings produced by the global scientific community under so much pressure from some kinds of critics from the outside, that we can be very confident that the dangers are real. What we don't know ... there are uncertainties ... and that's the level of danger that climate change poses to us. And if you look at the findings of the United Nations Organisation, international panel on climate change that gets together scientific findings every few years, it has different scenarios - there are some scenarios where the impact of climate change might be relatively limited.

However, uncertainty – really important to emphasise this – cuts both ways. The impact of climate change might be greater – it might be more dangerous than the majority of the scientific community believes. And I suppose again having been through all this material admittedly only as a non scientist can do ... cos most people in this room will be in the same position I think ... I've come to the conclusion that those who say that the level of risk at the top end is much more dangerous than the orthodox community of scientists says are probably right. In other words science is largely a conservative enterprise almost by definition, and the risks may be greater

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than the orthodox scientific community says, not less. I would stress strongly that we are dealing with risk here. You have to cover however all kinds of risk - you could not go with the world's future just by saying there's like a 15% chance that global warming would be limited let's say to an average of 1.5 degrees, because it's just as possible it could be up to 6 degrees, which would probably destroy much of our civilisation on the face of this planet. So you have to cover worst case risks, you cannot simply think them away. Therefore we must have concrete policies to deal with this issue, otherwise serious serious problems loom ... and in my view as I say are looming already.

Now why should there be this amazing contradiction between the robust nature of the science and the findings about public opinion, at least in quite a few industrial countries? I think it's very necessary to register why this is so, and I'll just mention quickly three or four reasons why. First are going to be like the Queen kind of descending marble steps ... can you all see me here, is that okay? It's much nicer for me to be closer to the audience ... these are the reasons why public opinion tends to be so intractable about climate change ... let me list them quickly. First, as everybody knows, there are quite powerful interests involved. Especially among some of the fossil fuel companies and other interested parties who have actively deployed disinformation ... at least in some countries ... to try to mute public awareness of risk. It's quite an interesting similarity between climate change in this sense and smoking where there was a long term attempt by the industry to cover up the consequences of smoking. So that's one thing. The second ... more important I think ... is that the findings of the dangers of climate change are filtered through science. They're filtered through the findings of something like 10,000 climatologists across the world. Well as I said, I'm not a scientist, most people here no doubt are not scientists ... if they are, they're probably not climatologists. There's never been an issue before where science has this pivotal political and consequential role in the determination of risk in this way. And it's very important for public opinion because ... I mean I've done my best as someone studying the policies of climate change to master as much as I can of the science of climatology that's relevant, but I'm never going to be a professional climatologist. For most of the lay public are much much more remote from the findings of climatology and science, so how are they going to form and informed opinion? It is a real issue and many dissenting voices are of

course raised. Third, there's a very important free rider problem, as they call it in political science, with climate change ... which you often get if you ever go in a cab in London, which I have to admit I don't very much, but if you have a conversation with a cab driver, he might say or she might say 'Oh well Britain only contributes less than 2% total global emissions, why should we be in any sense the leader?' - so essentially the free rider argument. Of course every nation could make that claim 'We won't do it until the other nations do it' – and that's essentially what happened at Copenhagen when they couldn't reach agreement. Free rider issue is a big issue for the collective politics of climate change and we have no easy way of overcoming it. Fourthly another reason for the collapse of Copenhagen is that there are real issues around economic development. It's the rich countries who have put most of the emissions in the atmosphere. Everyone I think should concede that poor countries should have the chance to get rich, that India and China must have the chance to develop, that the African countries must have the chance to develop. You cannot just have the rich part of the world saying we're going to close off the avenues of development which we used to get wealthy.

So there are huge issues around development. And they tend to have paralysed the UN meetings in the past in trying to reach agreement. Cos the developing countries or the emerging economies simply are not prepared to give up on the importance of their own economic development, and I have to say that I agree with them.

ASSIGNMENT TWO

However, in my view ... it's what I argued in my book and it's what I would still argue today ... the prime reason for the dislocation between public interests and involvement and the science of climate change is none of these things. It is I think, and still is, what I argued 7 or 8 years ago ... what somewhat presumptuously in my book I called Giddens' Paradox ... Giddens' Paradox is to do with the fact that I mentioned earlier that no one has ever had to confront the problem of climate change, humanly induced climate change, ever before. Therefore it's very hard for people to give reality to it – you cannot calculate the precise nature of risk, and it's so easy to say well what can I do about it, or maybe it's not the case, or ... many other rationalisations you can use. In traditional risk situations every time you step into a

car I can tell you unfortunately what your chances are of being involved in an accident. With climate change you can't do that – there's no way of doing so because you don't have past experience to draw on. It therefore has this all too late quality. It's a bit like nuclear weapons, we'll only know what the situation really is when it's too late. And I think the fact that climate change seems so remote to people that we have no experience of it, you cannot calculate the true level of risk – this is where the real difficulty of the politics of climate change lies. But if you put them all together you can see that it is a huge set of issues for us as individuals, us as cities, us as nations, us as a global community to overcome, and it's very easy just to seek a rationalisation. Just like you might do if you're a smoker, if you're a smoker and you're likely to say 'Well I'm 18, I'm never going to be 40, it's too far off I can't think of that' or 'Someone will discover a cure for lung cancer before I'm 40' or 'My granddad smoked 100 cigarettes a day, and look he lived until he was 95' - as though that's got to anything to do with it - very easy to make these rationalisations, especially when you're dealing with a partly unknown future. So the question of creating an adequate politics of climate change is pretty huge, but I do want to say to you that I think we will only resolve ... if we can .. contain climate change ... politics is going to have to be a pretty huge part of it. Technology may play a role, but without a pretty strong political involvement ... and that to some extent has to be a global political involvement ... we really don't have much chance of containing what I think are hugely damaging forces ... especially at the upper end of the risk scenarios, as I mentioned.

Well it's 2015, it's kind of Copenhagen all over again because many people here will know the United Nations is meeting again in Europe for the first time since Copenhagen – this time in Paris. There is a lot of interest around the world in these up and coming meetings. Al Gore is very visible again, and I support him very strongly, I think he's played a really essential role in all of this. But there he is again – he's planning events across the world which supposedly will involve a billion people – a range of kind of concerts and other global events that will supposedly pull about a billion people on the streets to put pressure on those meeting in Paris this time to reach some substantive agreements. Well, will such agreements be reached? What are the chances in Paris, 2015, of doing what we couldn't do in Copenhagen 7 or 8 years ago? Well they could be a bit different because everybody

has got the example of Copenhagen in their minds, and so they're not going to want to repeat that. The European Union is going to be conscious of its lack of influence last time, it's not going to want to repeat that. Over the period of the last 7 years something very significant has happened, that is the Chinese leadership which in Copenhagen times was very sceptical about the need to do much about climate change, has more or less completely changed its position – sees climate change as inherently dangerous now, and sees it as related to the high levels of orthodox pollution, of ordinary air pollution, in China which is such a huge issue there. So the motivation to reach agreements is probably quite high. However I have to say I suppose that I am sceptical of whether Paris is going to deliver much more than Copenhagen ever did. Because if there are agreements that are reached ... and there could be .. there really is no way of making them binding. They're supposed to be binding agreements, but there is no mechanism, for making them binding. The United Nations is a relatively weak organisation, it has no legislative power, there is no effective framework of international law. So the chance of Paris making a significant difference I feel anyway is relatively limited, but I hope I'm wrong, but I think it's relatively limited. I don't think it will be the fiasco which Copenhagen was, and it may provide some kind of overall framework. But you know what Paris 2015 is? – it's the 21st meeting of the United Nations framework for climate change – 21 years in which very little has been achieved. That is a long time to be debating the need to take action – 21 years. So it would be quite surprising if they suddenly radically came up with some dramatic solutions.

This suggests to me ... and this is the concluding part of what I want to say ... that we must look for a new paradigm today. We must look for a new set of approaches. On the presumption ... and it's certainly my firm belief ... that climate change at its outer edges is a threat to the continuity of our civilisation across the world - for reasons that I haven't mentioned probably so far, but I will shortly. There are quite a few elements that I would want to put in a new paradigm, a new kind of approach, but I'll just briefly mention four of them and then shut up and give the audience a chance to contribute. First, and I feel this very strongly, I've only recently come to see how important this is ... we have to recognise that climate change is a here and now issue. In my book, and I think in most discussions of climate change, the risks that are associated with it are seen as some way down the line – people talk about

what's going to happen in 2030, 2040, 2050 ... but that has very little traction with public opinion because it seems too remote. And also I've come to see that at least I think it's wrong - the true level of risk posed by to me the undeniable shifts in global climate brought about by human intervention, the true level of risk is much higher than it appears if you just deal with climate change on its own. I think I made that mistake before and I don't want to make it any longer. The reason why climate change is a here and now issue is that it overlaps with a cluster of other risks which we face in global society ... and those risk are like a multiplier. The risks include world population growth - if you think of climate change as something kind of unique in human history, humanly induced climate change, which it is, so is global population. In 1850 there were less than 1 billion people in the world. Now there are over 7 billion people and we're heading for a world of 10 billion people. The risks associated with that are huge because the world has never had to accommodate anything like that number of people. That risk overlaps with the risk produced by climate change. The same is true of water scarcity and food scarcity, influenced by climate change but also having independent sources too coming from the overuse of water in some areas, the inability of other areas to feed the populations. And both overlap with war, with the return of war on a global level. Not always of course associated with such factors, but in some cases it quite definitely is I think. So I think we're actually dealing with a cluster of new style risks, and when you put them together these are real here and now risks for us.   If anyone here hasn't seen it and you do get interested in these issues, I hope you'll watch the American television series called 'The Years of Living Dangerously' – 'The Years of Living Dangerously'. It starts from the civil war in Syria which as we know – horrendous civil war, in which over 3 million people have been displaced, in which 200,000 people have been killed. And the programme tries to show that drought influenced by climate change is one of the causative elements that helped produce that conflict. And I think you see this cluster of factors emerging in quite a few different parts of the world. It elevates the level of risk, it elevates the risk scenario ... it means that it is much more of a here and now risk for us than we used to imagine ... and these risks I think are all too real unfortunately.

ASSIGNMENT THREE

Second, in my rethinking of the politics of climate change, I think that no matter what happens in Paris 2015 that bilateral and regional agreements are likely probably to be more important than any universal agreements reached in Paris. That is for several reasons. One is, as I mentioned, the UN is weak, the world is essentially run by great power blocks today – by the large countries and by groupings of large countries. Therefore what happens and what the United States does, what China does and what India does to some extent what the European Union does will determine the fate of the world. In fact, unfortunately (?35:36?) or otherwise if you look at it, any one of those especially large developing countries, specially China and India – what they do could determine the future of our global climate and therefore our worldwide civilisation because the numbers of people involved are so huge as they go through industrialisation processes. Therefore the more bilateral agreements we can get between the large actors on the global scene, the more we're dealing with real power rather than just notional and relatively empty agreements that the United Nations might form ... and there is quite a long way to go. I think that Paris could provide a mechanism for the large states getting together, but the crucial one at the moment is probably India. China seems to be now collaborating with the United States, recognising the risks of climate change, recognising its overlap with their own massive problems of pollution. India is still pushing to expand its coal production. Coal is the most lethal form of greenhouse gas. If India cannot be persuaded to join together with the other large power actors on the global scene, the whole game could in fact be lost. But there a lot of it is to play for in these bilateral agreements, and they could make a powerful impact. I'm afraid you're back in a way to Al Gore and George Bush because politics in the US especially is polarised around climate change, many Republicans deny the reality of climate change. President Obama has been negotiating with China and India, but if he's supplanted by a Republican president then the whole nature of the game might change. So a good deal would depend, whatever happens elsewhere, on what happens in American domestic politics. That's how fragile the connection is really between global politics and this imminent global threat which we all I think face. Third, I think in this time we must challenge the power of the fossil fuel companies and we must do so on a global level. The fossil fuel companies have brought

massive economic development, progress to many parts of the world, but they are the main source of the emissions which are created ... or one of the main sources, creating radical climate change. So far renewable forms of energy have made very little impact on the spread of fossil fuels. You're talking about coal, oil and gas around the world. And for a long while it seemed to many people, and indeed it seemed to me in 2007-8 that the global role of the fossil fuel companies was implacable, they're so powerful, they have such inertia built into their existing investments that it might be impossible to reverse their impact on the world scene. I no longer think this is true. Two reasons why I've changed my opinion. One is that this is the period I think ... even the last 10 years, the biggest most radical forms of technological change the world has ever experienced, led by digital technology. We have the chance of changing established structures ... indeed they have been changed in many areas much more quickly and much more globally than ever before. If I can give you an example of what I mean – when the first telephone was invented in the 19th century it took 75 years before there were 50 million users. The iPhone was only invented in 2007, there are now 2.5 billion iPhone users in the world, and many others have smartphones. This is the first time in human history that the most advanced technologies have also gone directly to the poorer countries. So Africa, many African countries, have been able to skip a whole period in the development of fixed telephone lines and go straight to mobile phone systems. I now think for the first time the same might be possible of renewable technologies - that because of the advance of digitalisation it might be possible for large swathes of Africa and other developing countries to go directly to renewables on a large scale, and to do this very quickly, and to do so in a way which might show that the apparent inertia of the fossil fuel companies is not nearly as real as it appeared even a few years ago, because of the massive advances in technology that are being made. There is a further factor, that is you can add to this a global disinvestment campaign ... fossil fuel companies are on the portfolios of many pension funds, there is a lot of stakeholder activism around the world trying to ensure that these funds also invest in renewable technologies. So, I think a kind of technological leap forward of a kind that's never been seen before might be possible, that could actively change the very structure of the way in which countries fuel their economic development - there is a great source of hope I think in that. Finally, fourthly, because of this background partly, because of the shifts going on in a global society, I think local activism can

have an immediate global impact in a way that was never possible before. Even like 15 or so years ago, never possible before, because of the transformational advances in world society produced by digital technology. If I just give you like an analogy based on what I said a bit earlier ... say you're ... I was talking to someone at the back there from China, you're living in the UK – you can now talk to your family back home every day - you can see them on your mobile device and they can see you – and you can do it for nothing. No one would have thought that remotely possible probably even 15 years ago. To me it transforms the nature of what immigration and mobility means.

Well the same thing could happen in terms of the relationship between local and regional activism and the wider global society and the imperatives of climate change. Just to take a couple of examples before I conclude ... therefore rather than just nations leading the attempt to curb climate change, cities might have a more significant role than nations will ... except for perhaps the large nations I just mentioned. Because cities can organise themselves dynamically, they can collaborate across the world, and they can collaborate in real time – you can share knowledge in an immediate way such as you never could before. And there are various groups of cities such as the C40 Cities Leadership Group, which have got together to try and act as a vanguard for transformation, climate change. The background to this is that cities produce a great deal of global emissions and they do so especially in the poorer countries ... and in this area there are actually quite amazing changes happening. I don't have time to talk about them in detail, but I'll give you the example of Mexico City. Mexico City is one of the most polluted cities in the world – a very large city. It's had a whole range of initiatives to try to both reduce local pollution and reduce emissions. They have been amazingly successful over a pretty short period. What can be done in Mexico City can be done in many other cities across the world. And local activist groups, because they can network in an immediate way as a result of the digital revolution can have much more global impact, and that global impact can reverberate back on local places. So I think there are really major sets of changes afoot here which could provide a transformative vehicle that's lacking probably in the orthodox United Nations agreements to try to make a real impact on reducing emissions across the world.

For anyone interested in China and the connection between greenhouse gases and local pollution, you should look at this set of programmes on the internet ... I don't know if you know the history of it .. it's produced by a very young director journalist called ... forgive my pronunciation – Chai Jing ... its called 'Under the Dome', and it's an amazing documentation of the consequences for health and other aspects of life of the massive pollution in Chinese cities. It was banned by the Chinese government after a couple of weeks, but has since become like a viral thing on the global internet. It's well worth looking at because it shows the motive power to control local pollution, especially within cities, can be a medium of controlling the greenhouse gases which are producing climate change. And I found it a both disturbing and moving enterprise well worth having a look at.

Well you know I usually try and tell a few jokes to relieve the gloom – there aren't many good climate change jokes unfortunately, so I'm going to finish by telling a football joke. Probably most people here come from China, so you might not get it but anyway ... this referee dies right, and goes to heaven, and when he gets to the pearly gates St Peter says to him 'Well you can't come in unless you've done something particularly moral or particularly brave'. And he says 'Well I'm a referee, I haven't done anything moral, but I did do something which was pretty brave. I was refereeing a match between Everton and Liverpool at Anfield and I gave a penalty against Liverpool in the last 40 seconds of the match, from which Everton scored and won the match'. And St Peter said 'God that was really brave, how long ago was that?' And he says '5 minutes'. (laughter) Well you know 5 minutes is about what we've got in historical time, a relatively short period of time, to try to curb dramatic transformations, which I want to insist again overlap with one another in creating a pretty dangerous environment, not just for our remote future, but for our immediate future, and that's why we need a resurgent effort, information among the public, to seek to deal with this threat. Thank you very much for your attendance and listening.

(applause)

Appendix B: Transcript Retrospective interview with P1 – Introduction

Time In	Time Out	Dialogue
START		
00:00	00:25	**Ramon**: Okay, thank you very much for coming and ploughing through the assignments, at the start of the assignments I had explained the aim of my MA study. Next I had showed you a poster of Lord Gidden's lecture on Climate then you watched a video of his delivery to familiarise his pace and style. How did you make out of that?
00:25	01:09	**P1**: I felt that it was a great help as the text on its own would not allow me the opportunity to realise who was speaking behind the text itself. You need to see the person to become accustomed to that person. I realised that he was talking in a relaxed manner. He wasn't being assertive or prescriptive but discussing the matter at hand. I also noticed that he wasn't delivering verbatim but had some notes which he referred to. Therefore, most of the points that he had discussed was from his own thoughts, his own conscience. So that would be a challenge on its own because he could jump from one area to another rather than following an pre-scripted document. It would all not be predictable and abstract rather than following a script which was good in a sense. He also delivered in a lovely pace which helped me a great deal as it gave me some insight to the speaker.
01:09	01:17	**Ramon:** He also was giving the lecture before a plenary. Did seeing the environment give you any support in imagining where you would have been interpreting from?
01:17	01:30	**P1:** Yes indeed, even more it was at the University of Bristol where I had worked so I knew the exact place where the lecture was being delivered. It was where invited respected speakers came to present different speeches. So it was nice to see the place.
01:30	01:39	**Ramon:** It was interesting to analyse the lexical density of this lecture which I found to be 65% dense.
01:39	02:05	**P1:** Really? I'm gobsmacked! I had thought it was not too bad myself! I'm not sure if it's me but it could be due to the usual environment of my employment as I would become accustomed to reading the publications in the academia field so that's probably a factor and I have a real interest in global current affairs so these would have contributed to how I judged the density of the lecture and had thought it

		was just about average, perhaps 30-35% of the lecture was a bit dense but the rest of the delivery was generally what I've seen in my time. It's amazing to realise it was 65%!
02:05	02:30	**Ramon:** Well that's my calculation and I've analysed it more than once. It's due to the functional items and lexical items. Now after seeing the person delivering the lecture for a while, you continued to see how the words appeared on the screen as the text delivery. The first assignment was without any audience, how did you feel with that? Before I continue to ask about your views on that, can I ask your view on whether you perceive this 'live' assignment as an interpretation or a translation?
02:30	03:02	**P1:** Okay, let me think for a moment, I think to answer your last question, it was definitely an interpretation for me, yes definitely. It wasn't a translation, I had tried to digest the source information and interpret it into a target text [for the audience] - the lecturer's concept, his definitions, at that time, there was no opportunity for me to read what he had planned to say. I did not have any chance to consider the interpretation of what he had planned to say. It was all immediate and I followed the process as it happened so that would be an act of interpretation. There was no opportunity for me to sit and consider any translation, or to find out the definition of any lexical items. There was no such preparation. It's definitely an interpretation.
03:02	03:06	**Ramon:** Did the list of words that I gave you help in any sense?
03:06	03:09	**P1:** Sorry I had not seen any list of words?
03:09	03:12	**Ramon:** Oh? Did I miss that? It was presented with the poster, the file with the poster had the list of words associated for you to prepare.
03:12	03:21	**P1:** Yikes, I had missed that. I only had seen the poster. The flier to promote the public of the lecture. I had missed that but never mind!
03:15	03:21	**Ramon:** Never mind as you flew through well.
03:24	03:29	**Ramon:** While interpreting, did you have anyone in mind who would have been watching you?
03:29	04:46	**P1:** Yes, I'd like to discuss that but let me go back to the first eight minutes preview without interpreting, I had enjoyed watching the lecture. It gave me a real insight of the person, his character. He had a sense of humour, and talked in a nice pace. He did not employ too many words

		that would go over one's head like you would get from some other people. He spoke so a wide range of people would enjoy his lecture whether you were an academic or not. He could reach you. Other lecturers obviously would demand a great deal of experience or pre-knowledge to follow but that wasn't the case here. I really enjoyed that and it was fascinating to read the story of how Al Gore who competed against George Bush in the elections for Presidency and the fact that Al Gore had more votes, but sadly for Al Gore, Bush had won the race. It was humourous to read the part about when Al Gore received a Nobel prize, I had never known about that but someone told him that he had won most of the votes, the response he gave was "Who won then?". He had won most of the votes for the election but still lost so it was a great humour! And in that remark, I sensed that Giddens had a sense of humour. He liked to talk about things that happen in our daily lives.
04:46	05:06	**P1:** Anyways, now for the first assignment I interpreted without any audience members, it was good but a real challenge as you know how we work we should be reading from the bottom of the screen to allow us to keep up with the rest of the text on the screen as the text scrolled but I failed to do that, I found myself stuck at the top and keeping up as the text continued to scroll up. I was there all the time,
05:06	05:09	**Ramon:** To clarify, was it the first assignment or the second assignment?
05:09	05:18	**P1:** I know you told me to start at the word "However". I should have started there as it was around the middle of the screen, but I failed to keep in that area as the text moved up before I could catch up and as a result, I missed some of the text that flew off the screen
05:18	05:20	**Ramon:** Was it too fast for you?
05:20	05:38	**P1:** In fact, the speaker wasn't fast but I think I had wanted to interpret everything and I did not want to miss out anything. At the same time I was also interested in the topic which I also wanted to share with the target audience, so in that effect I became stuck with the words appearing at the top line before they disappeared,
05:38	05:40	**Ramon:** Why didn't you omit some and jump into the next section?
05:40	06:07	**P1:** That's right, a good question, you're right, if he had waffled off the point or was approaching a break in his narrative, I would have taken the opportunity to skip to the next part - I was waiting for the chance but it didn't come.

		There wasn't any instance as the speech continued to deliver through to the end. So that became difficult for me. I had to continue throughout in that fashion. I tried my best to deliver as I could in the ten minutes.
06:07	06:11	**Ramon:** Were there any information that you felt that you could have strategically omitted?
06:11	06:35	**P1:** Maybe there were some instances, but for this assignment, everything seemed to be new and the information were all important, about Copenhagen, Paris, and why Giddens was suspicious on whether the summits would be any success. It seemed that everything was new that I tried my best to keep on delivering the interpretation, it's interesting.
06:35	06:38	**Ramon:** Did you feel that they were too valuable to omit as it would distort the target text?
06:38	07:00	**P1:** Yes indeed, I had tried to provide an equivalent interpretation that the deaf audience would understand the topic the best I could. I had tried my best to meet the style of the narrator. I don't think I had succeeded in that attempt as he had delivered in a nice and comfortable manner. He was concise and wasn't full of academic terms. Even though you have confirmed that it had a heavy lexical density. He was still comprehensible at a level. And that was nice to watch.
07:00	07:05	**Ramon:** Did you have someone in mind watching you when you were interpreting?
07:05	07:11	**P1:** Yes indeed, it was my brother-in-law...
07:11	07:13	**Ramon:** Do you mean your sister's husband?
07:13	07:56	**P1:** Yes, that's right, my sister's husband, as he does not have a good English competency, and signs very well. Even though, he has a real interest in politics, and current affairs and loves to watch Question Time even though I do not watch it myself. As he doesn't hear the programme, when there was the interpreter, he became hooked and has often talked to me about what he had seen on the programme. That has compelled me to know more about politics in order to discuss with him. It's quite unusual, he knows about the issues, the difficulties with the economics, issues around the world, so he was the ideal focus person I had in my mind when doing the interpretation. He doesn't represent the average deaf person you'd meet at a deaf club who would be oblivious to politics as such, even though his English doesn't get anywhere but his interests and knowledge are

		there which is why I had chosen him to accommodate while I did the interpretation.
07:56	08:07	**Ramon:** It's good that you knew someone that would come from the deaf community that has interests in this domain. Were there any other people that you thought of or did you keep one person in mind throughout?
08:07	08:19	**P1:** No, I kept it to one person as if I had brought other persons into the equation, I would be divided and lose track as I try to juggle as I try to meet the range between the two people. It would be better to focus on one person as it would be easier for me to find a level to meet.
08:19	08:36	**Ramon:** As for the last assignment, with the two deaf members of audience joining us in the studio, I had originally stated that I would have two people who were either university students or graduates to meet the level of the lecture but unfortunately one had been stuck in traffic so the other deaf person had her Mother with her who is also deaf and agreed to step in. How did you feel about the assignment?
08:36	09:36	**P1:** It was a different challenge for me, as I had performed well in the first assignment, which was enjoyable even though I had the pressure of following the lines of text at the top of the screen. I had the pressure trying to deliver as accurately as possible. The second assignment had relatively the same speed of delivery, but the contents were much more disjointed whereas the first assignment was more, even though similar, more coherent. The second assignment jumped from one subject to another, it focused on an issue and then moved to a joke, before coming back to the issue. There were also some parallel examples, there was one word that I had struggled with which was 'bilateral' - If I had more time then I would have the opportunity to consider how best to employ the sign, I did not have the affordance to extend my renditions, so it became a struggle for me. Soon I realised that the word came up again and again which I had then regretted in my choice. I wish I had kicked myself and tackled that one better and to prepare myself but I didn't. It came out from nowhere. That's the one.
09:36	09:38	**Ramon:** The word does exist in the list of words!
09:38	09:43	**P1:** It's a pity that I missed it. If I had seen it then I would have been better prepared for it, but never mind. That's the only one.
09:43	09:45	**Ramon:** Were you still tailoring to your brother-in-law during

		the second assignment as well?
09:45	11:12	**P1:** No, that's right, it was a different pressure because in the first assignment it was much easier as I remained focused on the autocue screen in front of the camera, as the words appeared, leaving the outside audience to see me as they wish. I was not conscious of anyone looking from any other areas outside the scope, perhaps I had been wrong, perhaps I should have given the opportunity to look around to allow eye gaze for other members of the audience as the relationship with audience is important. In the first assignment, I admittedly ignored that requirement, and focused on the camera directly, whereas in the second assignment I was more conscious of the audience members present, which led me to looking at them from time to time during the assignment. This was important to me as I knew myself if there was any interpreter who did not look around the audience when interpreting, i.e. looking directly at one person then I would question who he was looking at and why. I wouldn't like it. So here's putting myself in that position and I kept reminding myself to pay attention to these people but also to encourage them to backchannel as they were important in my interpretation. So that was an extra demand for me as I have told you before how I struggled with keeping up with the words as they appeared on the autocue. If I had afforded the time to look at the audience members then I would have consumed the time I could have kept up with the autocue. It could have been a worse effect however interestingly enough I had omitted some of the source text, it was an intended omission but I kept on trying to make my renditions make sense to the audience. I did not want them to be lost if I had to jump into a new situation. I tried to maintain continuity in a sense even though I knew I had missed out some of the source text. I had to keep calm and be patient even though there were one or two instances where there was a technical issue with the autocue, I thought I had to stop but then was instructed to carry on as the autocue was rectified so it's a part of how I had used my coping strategies. The second part was when the autocue had stopped and I had assumed the end of the assignment when I soon realised that it was not the end of the assignment! These two incidents were a surprise and challenged on how I used coping strategies in these situations.
11:12	11:38	**P1:** The two members of audience were interesting as you had said before, the one on the left is a university student while the one on the right side is not. This challenged to me to try and find a leeway to meet both members and not to pay attention to just one of them, I had tried to meet them

		halfway, somewhere in between. Maybe there were instances where the right person had misunderstood me or maybe the left person found it a bit tedious, I do not know. I tried to keep a balance for both members and not to lean on either of them.
11:38	11:42	**Ramon:** Did you have any backchannel from either of the audience members?
11:42	11:59	**P1:** Indeed, that was important as when I had looked at them in instances, I could sense their 'nods' as if to say they understood and that was a signal. That gave me the confidence to continue with a rapport set. It was also clear that they were not pretending to understand. There were genuine interest in their expressions however minute. They were also engaged and interested in the next parts. I was pleased as I could sense their interest. They were really keen. So that was good to recognise.
11:59	12:04	**Ramon:** What different strategies would you employ given a different situation?
12:04	14:08	**P1:** Right, well I often work with live television programmes as I am sure you have seen me interpreting live television, but it is interesting that in this assignment, the situation is a bit different as...for example with the live news, I would have conducted some background research, I would be familiar with the topics from newspapers and the internet, so when the topic comes on the news, I would be familiar with the background I have come across, which does help but in other programmes [which I have translated] I would have done the research with preparing the programmes, but in this situation there isn't any opportunity to do either of these preparations, so I was facing the unexpected. Even though I am aware of the genre and the broad topic - global warming - and the concerns with that, the arguments within the governments, but only on a superficial level, so not knowing the extent of the details was a real challenge for me, especially with the one or two issues I have explained such as the term 'bilateral' - I should have taken the opportunity to use it [strategic approach] - there was also the joke, which I was disappointed with as you know how deaf people love to tell a joke with instances of pauses and holds that keeps us all engaged before the punchline is delivered. With this one, I think perhaps was delivered in the hearing sense that it was delivered in the hearing sense that there wasn't a pause, and I was not prepared for, I had wanted the deaf audience members to laugh in sync with them, it was a lovely joke on how Peter met the people at the pearly gates, he had met the referee and discussed how

		brave he had been during the Everton and Liverpool game, and how long ago it was, as it was just five minutes, that was hilarious as he would have died as a result from the rage from the fans, it was a clever move as the lecture emphasised on the short time that can change the whole story. It was a powerful message that I had tried to convey, with the original inferences from the lecture which had the message that everything could change in the five minutes itself. The other thing is that I had wanted to deliver them in parallel so that the impact would be synced for the audience members, and that I felt the obligation to expand and explain but then I felt it was not my duty to explain any further than the source message. I had tried to relay as much as the speaker had delivered and no more. I had tried to instil some cultural aspect in the target text with a sign that is unique for BSL and has no equivalent English word. So that would be an addition to enhance the interpreted version. So it is a bit of a cultural addition to make it appropriate.
14:08	14:17	**Ramon:** I had actually enjoyed watching your interpretation, what do you think other Deaf interpreters should learn from this assignment?
14:17	15:22	**P1:** General knowledge would be one thing that we all need to have, awareness of the issues out there, the lecture was given by an author, so he would have done his research and be an expert in the issues he would be discussing, he would have the competence to discuss various elements within his expertise, so you have to be flexible with your approach, he could be making a joke or making a serious statement, there's also a lot of facts within his lecture. For instance, he talked about the huge boom in the population from just one to seven and now ten billion people. He also used a good analogy with cars as you do not know the potential risks as you enter your car, it is the same with the climate change effect, we do not know the effect that would be the result of them, there were a lot of analogies and it was an interesting lecture. He used a lot of metaphors rather than literal expressions in his lecture. You would need to be confident to deal with metaphors.
15:22	15:29	**Ramon:** Can I ask whether you would think there would be any difference in this situation whether the interpretation would be for Deaf interpreters and hearing interpreters?
15:35	16:00	**P1:** I think some hearing interpreters would be good as they are committed to do a good job. They would try to meet the deaf culture and try to ensure that they understand the topic. But then again there are some who would fail to meet

		the targets, they would miss out the important parts such as the humour, the cultural inferences which would lose out the meanings, would they be able to meet the equivalency in signs?
16:00	16:03	**Ramon:** Would it be the same for some Deaf interpreters?
16:03	16:12	**P1:** It would depend on how one knows how to play and use language to enhance the meaning. I would think it is the same for both hearing interpreters and deaf interpreters.
16:12	16:15	**Ramon:** So, there isn't any difference between Deaf and hearing interpreters?
16:15	16:50	**P1:** Ah but - no, not no difference, if the background had been exposed to deaf culture for both the Deaf and hearing interpreter, then the Deaf person should have that extra bit with the cultural inferences, which is innate as the experiences - he would be able to employ that extra to get the meaning across for the audience, I think (exhales), it can't be the same as there is indeed a difference.
16:50	16:52	**Ramon:** Does it boil down to the cultural difference?
16:52	17:05	**P1:** That and how one constructs his language by choice, how he reaches the final decision of the construction, to achieve the impact for the target audience, and how one employs placement in sign language production, how one use emphasis within the renditions, "y'know" - There's definitely a difference.
17:05	17:15	**Ramon:** Thank you, now that's fine, we can move on to the next part where we can look through your interpretations that you can comment on any parts as you wish.
END		

Appendix C: Transcript Task Review interview with P1 - Assignment 2

Time In	Time Out	Dialogue
START		
00:00	00:22	**Ramon**: Now we will look at the iPad recording of your first assignment and we can pause at any time where you feel that you may have performed an omission, may it be strategic or unintentional or wish to comment on any part of the video.
00:22	00:24	**P1**: That's fine.
01:51	02:21	**P1:** Why did I repeat there for? I should have taken the opportunity to use a sign that I have established, I can use a reference to that established sign. Repeating it would have been a waste of time. That was an opportunity where I could skip across the text and catch up with the text on the screen. It would have been more economical to use a reference point and much more quicker. This would have been an opportunity to use a repair strategy and use the reference point. It would have allowed me to jump and allow more time for me to process the information. I should have taken that opportunity.
04:08	04:38	**P1:** Now that I have more time, I would have performed it as a construed action with performing as the person, impersonating as the speaker's pragmatic other. I should have done that. Now I have read the transcript further, and I missed the opportunity, possibly due to the time pressure as I was keeping up with the top line of text which was due to fly off the screen. If I had more time, it would have been easy for me to adjust to the construed action. Time pressure can lead to the loss of meanings.
04:38	04:41	**Ramon:** You'd like to have paused to read and digest the information?
04:41	05:01	**P1:** Yes, as it would allow me to realise the context and the inference of the text. I should have kept control of the time lag and kept in pace that I could have kept the inference. I was still on my toes trying to keep up and lost the meaning. I would have liked more time to be able to interpret more accurately.
05:56	06:12	**P1:** That bit on the control of future risk. The emphasis there was a bit weaker, I could have used a bit more weight there.

06:12	06:15	**Ramon:** Why do you think that happened?
06:15	06:21	**P1:** Again, it was the speed of the text across the screen, where I had missed the exact inference, it was slight though.
06:28	06:31	**Ramon:** Do you feel that there were any instances of omissions?
06:31	06:46	**P1:** There were one or two instances where there was a line or two which disappeared from the autocue screen which were the cases of omissions for me. But like I said earlier, it is how I ensured continuity that it still made sense that it would not throw the audience off the mark.
06:46	06:51	**Ramon:** And that was a conscious effort?
06:51	06:52	**P1:** Yes that's right, it just happened.
06:52	06:58	**Ramon:** Were there any omissions for a better strategy?
06:58	07:14	**P1:** Some of the comments were predictable as it was a natural process, but then on the other hand you get some unpredictable text. You would get a sentence with so much information to maintain in the target text. You'd just hope for the best.
07:36	07:47	**P1:** At that part of the interpretation I had become more comfortable as he had talked about the subject earlier in the lecture. He was talking about the concerns he had about the conference, I could then relate to his points he had made earlier on. The demands on me were dramatically reduced then.
07:47	07:49	**Ramon:** Do you mean the text you had read from the preparation material?
07:49	08:10	**P1:** No, the first part of the video where I had watched to become accustomed to his style. It was there when he mentioned about the shock that everyone had at Copenhagen. They all had assumed an agreement but failed" to reach one. I was surprised to read that and now that had prepared me for the next part. It certainly helped me otherwise I would be lost without the introduction part. I can see that the background information had helped me a great deal there.
08:52	09:10	**P1:** Again there, I could have explained that all eyes were on Al Gore as he attended the meeting. The pressure would have been upon him, I could have extended the construed actions there to emphasis the message if I had

		more time then.
09:10	09:13	**Ramon:** Do you feel CA would have helped there?
09:13	09:25	**P1:** Yes indeed, I could have added more to show reactions to the situations. To show the statistics with one billion people watching him to show the pressure upon him. To show that there has been a change since the meeting in Copenhagen and how they had to step up to meet the public expectations.
09:25	09:29	**Ramon:** So, you missed the opportunity to employ Construed Actions then?
09:29	09:33	**P1:** Yes, indeed as the text flew off the screen but sitting back here I can see where I could have improved things.
10:01	10:13	**Ramon:** I notice here you have abbreviated European Union as EU? Is that one o3f your strategic omissions?
10:13	10:32	**P1:** Yes, as if I had signed the European Union, perhaps they would not understand me. They may not have seen t3he sign before but the EU abbreviation is more familiar. They would have been more accustomed to it. It is a bit like the word 'hoover' which is now accepted form for the vacuum cleaner.
10:32	10:35	**Ramon:** The speech had implied European Union but you had decided to omit that out?
10:35	10:36	**P1:** That's right. Perhaps that's another coping strategy to jump to the lower text below.
10:56	11:13	**P1:** It's interesting to see the choice of signs as I had my brother in law in my mind so I wouldn't use some of the ok as they would not be familiar to him. So, I had deployed another version Appeared on would be recognised by him even though it may not be acceptable for other people. So, it was all down to the pragmatic other as I had explained before.
11:13	11:15	**Ramon:** How you accommodated to his level yes?
11:15	11.16	**P1:** Yes, that's it.
11:45	11:55	**Ramon:** I also notice that there are opportunities to concise such terminologies in the target text from the source text?
11:55	11:58	**P1:** Indeed, the non-manual retains the meaning while concising the target text.

12:15	12:21	**P1:** That's where I had tried to emphasise a point.
13:08	13:36	**P1:** I should have used an emphasis on the fact that there had been 21 meetings to date. In retrospect, I could have done better. I know that now but I should have thought about how I would sign it at the deaf club with other deaf people. There could have been a better emphasis on the meaning with the cultural a3mw5aa5Ddxspect.
13:36	13:50	**Ramon:** That's food for thought as you'd consider the cultural aspect in the interpretation as if you would be communicating with someone at the deaf club. The cultural values would be reinvented in the target text.
14:48	15:22	**P1:** I remember that, I had missed that part as it went off the screen. I had seen that part but did not get the opportunity to do so I omitted that part. I should have interpreted it as [signs as if interprets] but I had missed that part. (**Ramon** *points to the word 'Pragmatic'*) - I would have signed "new" or "show" - and that's how I had employed it.
16:35	16:39	**Ramon:** How did you move your location reference points?
16:39	16:55	**P1:** Yes, I have noticed how I have lately been alternating the location reference points and should keep them intact. There is a risk if I move them as the audience would think that it is a new information, a new reference point. I agree that I should keep them constant, I've been making that mistake lately.
19:02	19:10	**P1:** I had made a mistake in that rendition, 'the failure to export food' - it should have been how the food are grown.
20:40	20:50	**P1:** I could have omitted that part as it is redundant but it was unexpected so I just carried on.
END		

Appendix D: Transcript Task Review interview with P1 - Assignment 3

Time In	Time Out	Dialogue
START		
00:01	00:005	**Ramon:** This is the final part where you did the assignment with the two deaf members of audience present. How did you do?
00:05	00:21	**P1:** Interestingly, even though as I saw the text appear on the autocue screen, I immediately recognised that I'd need to start with the word "Secondly…" Should I have started with the top line but I felt the urge to commence with that new line in the text. I knew it wouldn't be important to start with the top paragraph and omitted that part. It still seems the right decision now, to begin with the word "Secondly…"
00:55	01:13	**P1:** Interestingly I translated it as something that had happened in the past when the lecturer had referred to something within his time. I'm thinking where did I get the timeline of the event taking in the past, it's an additional that I should not allowed in the context. It's something that was still being discussed.
01:13	01:23	**Ramon:** Perhaps as this is an old video which had happened at the time but indeed the presenter was talking then as if it's happening at the time but you translated this today and that was the past, in fact it was in 2015, some four years ago so that's understandable.
01:23	01:42	**P1:** That's right, the two issues took place in 2015, it referred to the two agreements in two places. It discussed the conventionalised agreement in one area and two or three countries specifically in the next agreement. It should have been more clearly emphasised then.
02:14	02:31	**P1:** I think I had missed that part from the autocue as it sped through out of the screen. Even though I had missed it, it could have affected the continuity of the information.
02:58	03:11	**P1:** Once again I had missed that part as it flew off the screen, as I continued to read from the top of the autocue screen, I continued to miss out information, about five words were omitted.
03:11	03:18	**Ramon:** Would you continue with the issues or to skip one part to regain control?
03:18	03:43	**P1:** I should have continued with the new paragraph. To

		skip and join the new one. I could have added something there then but I have to accept it. I think there may have been pressure from the audience members watching, I had the obligation to pay attention to them as well as the autocue screen which resulted in me missing some points. It was not that obvious when I saw them, as in head turning, but subconsciously I paid attention to them. That attention took place.
03:43	03:48	**Ramon:** Which would have you rather? You mentioned before that Deaf people prefer to have eye contact?
03:48	03:58	**P1:** Yes, it is important to have eye contact with the target audience. There are instances where I paid attention gradually more towards the end of the task. In this particular example, there were insufficient physical eye contact but mentally and consciously.
03:58	04:02	**Ramon:** Do you think there should be more eye contact with the audience member than the autocue prompter?
04:02	04:17	**P1:** Indeed, I feel that I have started with looking at the autocue prompter a bit too long without looking at the audience, I should have started with looking at them before the autocue prompter to initiate the connection before starting the interpretation. It would be a nice etiquette to start with. As if I'm saying "Hello, I'm about to interpret…"
04:52	04:59	**P1:** That's where I had added a cultural element.
05:01	05:07	**Ramon:** Didn't this 'cultural element addition' feature in the first assignment?
05:07	05:12	**P1:** That's true, I think it's due to the presence of the audience members. It compelled me to add more non-manual features.
05:12	05:17	**Ramon:** Did you feel engaged to them as you looked at them?
05:17	05:25	**P1:** It's interesting as with the mentality presence there wasn't the cultural element addition but with the actual presence there was this extra cultural element. It's interesting.
05:51	06:01	**P1:** There was this sign to engage with the audience members. It's as if to give the extra message from the presenter.
06:01	06:04	**Ramon:** You used this extra element to reach to the audience?

06:04	06:05	**P1:** Yes.
06:50	06:58	**P1:** I thought I had seen a Chinese name appear on the screen but it's not here on the transcript?
06:58	07:08	**Ramon:** Yes, it was an intended omission by the stenographer. It was to see how you would use any coping strategies.
07:06	07:28	**P1:** Yes, as to rely on my own conscience. I quickly used my previous knowledge to spell his name. That's what happened.
07:45	07:57	**Ramon:** I've noticed here with this particular task, you tend to hold your final sign a bit longer, in comparison with the previous task.
07:57	08:04	**P1:** Yes, indeed, without the audience, I did not think about the audience and continued away, but with the presence of the audience members, I stressed the points of each utterances. They were all linked to each other. You're right.
08:04	08:11	**Ramon:** It seems to me that it's a part of the protocol of the communication to ensure that the audience members are following you before you continue to the next renditions. You did not have to look at them in the eyes as the hands holding out do the work!
08:09	08:16	**P1:** It's as if they were to notify the audience members that there are points to continue such the comma marks between sentences - maybe.
08:34	08:38	**P1:** That's where I performed an addition.
09:09	09:13	**P1:** Instead of spelling the terms out again, I could have made a reference point and then catch up with the delivery.
09:13	09:16	**Ramon:** Do you mean this part, the renewable energies? Such as water, solar and the like?
09:17	09:40	**P1:** Indeed, I did, later in the delivery, but in that part, I just was too faithful to the source text, I did not alternate it with the sea, wind and solar but I did at a later part. I added them later but not in this part. The term could have had been introduced at this part.
10:44	10:47	**P1:** That was a cultural element I added.
10:57	11:05	**Ramon:** Do you feel that where you are confident with the topic such as the iPhone in this context, you are able to view the audience more?

11:05	11:12	**P1:** Indeed, and I was able to extend otherwise I would remain and anticipate further. ** It would depend on how familiar I am, yes.
11:12	11:14	**Ramon:** What this cultural element you added [shows sign]
11:14	11:19	**P1:** It's an cultural element that enhances the meaning of the rendition.
11:19	11:21	**Ramon:** Tell me more.
11:21	11:28	**P1:** It's related to the timeline and how technology had reformed in such a little time in comparison to the previous technology.
11:46	11:49	**Ramon:** You look confident there.
11:49	11:52	**P1:** Yes, it is dependant on the subject, I was comfortable there.
11:53	11:57	**P1:** See how I turned to see the audience there.
12:07	12:19	**P1:** Perhaps it is linked, you're right, in the previous utterance on renewable energies, I had not processed on the hyponyms...
12:19	12:26	**Ramon:** Until you saw the term once again...
12:19	12:36	**P1:** Yes, I kept the concept for the next occurrence, and when it happened, I used the hyponyms. At the first occurrence I had missed it but kept it for the next occurrence. I should have added them at the first occurrence but missed the opportunity and continued until the next occurrence and caught up with this.
13:22	13:27	**P1:** Once I realise the meaning I was able to be in control and interpret more effectively.
14:24	14:29	**P1:** I knew I had missed the part - (points to script)...
14:29	14:31	**Ramon:** Giddens had used an analogy here...
14:31	14:40	**P1:** I should have referred to the Chinese people at the back of the audience...
14:40	14:42	**Ramon:** And not Chinese people coming back here?
14:42	15:19	**P1:** Yes - Not the Chinese people who came back here! I had realised my error at that time but decided to carry on. I think I was getting ahead of myself and should have waited to read the context before interpreting that part. I should

		have said the Chinese people at the back of the audience, who may live in Britain here now as the part relates to how they contact their relatives. They could call them everyday. Which was not possible in the past, they could text to say that they have now arrived at the conference and are having a lovely time. They used to write postcards in the past.
15:19	15:26	**Ramon:** When you said 'back' so I was a bit puzzled as whether they have been on a holiday and are now back?
15:26	15:37	**P1:** Yes it was a mistake on my part which was unfortunate as the lecturer had given a great analogy there to emphasise the point on the advance of technology.
15:58	16:09	**P1:** I could have added a cultural element there, I could have used how we communicate face to face with our mobile phones. That would have been a great interpretation. Anything you can add to enhance the cultural interpretation would be great.
16:19	16:48	**P1:** I am still not happy how I interpreted that part, the (moveability), I was a bit faithful to the source text when the inference was different, it relates to how people move with information (immigrate?). I could have done better.
17:21	17:25	**P1:** That's where I had missed the part.
17:51	17:52	**Ramon:** How did you feel about that part (C40)?
17:53	18:22	**P1:** That's right, the presenter had mentioned C40 when he meant that forty cities had all joined together - I had recognised that afterwards, I could have expanded that more and explained to establish the meaning of C40 as it would mean something to the audience. I had never seen that term before. Now I know it and it is quite easy to tackle. [FORTY-CITY-GROUP-CALLED-C40]
19:16	19:23	**P1:** I should have used hyponyms such as Facebook and Twitter there.
19:33	19:37	**P1:** I replaced that with 'old-fashioned'
20:12	20:14	**Ramon:** Didn't you spell Chang?
20:14	20:34	**P1:** Yes, indeed I made a mistake then! It's an usual Chinese name! It was wrong of me to rely on my assumption. I should have spelt that correctly!
20:43	20:51	**Ramon:** It's interesting to see how you explained you had used a different sign for China for the other task when you had your brother in law in mind but now with the deaf

		audience present, you employ a different sign?
20:51	21:11	**P1:** That's right, I think that the sign is more related to the government, the Chinese government rather than the country and culture itself. I think we need to recognise the signs for each in their context. It's how I applied with my own instincts and how comfortable I was with the chosen sign.
21:20	21:26	**P1:** That's where I thought the presentation had stopped as the autocue paused then. I soon realised and then caught up.
23:01	23:07	**P1:** It is interesting as the presenter mentioned Everton and then Liverpool while I swapped them in order, I wonder why was this!?
23:07	23:10	**Ramon:** Could it be due to Liverpool's recent dominance?
23:08	23:11	**P1:** Could it be due to the geographical sizes?
23:15	23:29	**P1:** I had missed the reference to the penalty, I just said that they had scored. I think I had missed it from the autocue prompter. The penalty reference had the biggest factor to the whole thing. I think I had missed that impact.
24:18	24:19	**Ramon:** Okay we've reached the end, how do you feel?
24:19	**END**	**P1:** I think that there were a few occasions where I had omitted like the penalty as it had the impact due to the autocue prompter but I am pleased.

Appendix E: Transcript Final retrospective interview with P1

Time In	Time Out	Dialogue
START		
00:00	00:10	**Ramon**: Okay to summarise some points here, do you feel that there is any case for Deaf interpreters to pursue such a career or a professionalism? What are your views?
00:10	00:33	**Clark**: I think if there are more opportunities for DIs to function as interpreters, for instance this is the first opportunity that I have interpreted an university lecture. I believe that I had coped very well and do have a potential in this area, and if I were offered more opportunities, then I would have much more confidence instilled. You know the old adage, practice makes perfect - So with this first take I think I didn't do too bad although there were some incidents where I feel I could have performed a better interpretation, but it wasn't too bad on overall.
00:33	00:38	**Ramon**: I'm glad it was a good experience for you, perhaps we will be seeing more of you interpreting at actual university lectures
00:38	00:39	**Clark**: Yes indeed (laughs)
00:39	00:40	**Ramon**: Well thank you for your time.
00:40	00:42	**Clark**: Maybe I don't want to! They'd be all over me and I'd have to scarper! It'd be the same scenario as the referee with the penalty!
00:42	00:49	**Ramon**: You'd be at the Pearly Gates and explain all the good things you've done and you'd get in easily!
00:47	00:49	**Clark**: Indeed - all the things I've done!
00:49	00:50	**Ramon**: Okay, thank you!
00:50	00:53	**Clark**: Good luck with your MA studies, I look forward to reading them!
00:55	00:58	**Ramon:** Fingers crossed - I've got a lot to transcribe! Okay, thank you!
END		

Appendix F: Transcript Retrospective interview with P2

Time In	Time Out	Dialogue
START		
00:00	00:15	**Ramon**: Okay now we have completed your assignments; the observation, the translation without audience members, and then finally with the audience members. Can you summarise how you felt about them.
00:15	01:18	**P2:** The first assignment was nice as I watched how the presenter delivered with a nice introduction and established the information, it was also good to see the speaker and to see his style which was a relaxed manner. The next assignment where I translated, I thought it went well as I translated along, even though I was aware that I wasn't knowledgeable in this area, but I wasn't that oblivious to the subject but it was at a depth that I had to keep up with some struggle, and I had to figure out some of the comments that I could translate them with some kind of a repair scheme. The final assignment, phew, I was knocked for six as I had forgotten to look at the deaf members of audience as I was transfixed by the autocue. As I looked at the deaf audience members, I found it a bit odd, I soon realised that the style I had adopted wasn't the right one so I decided to change and give them an extra insight into the concept, but as soon as I returned to the autocue, I had lost track as the words had all disappeared, so there were a lot of swerving and side tracking as you put it, that I could sail through eventually, so in all the three assignments gave me a different experience in each.
01:18	01:29	**Ramon:** Okay, can I ask you for the first assignment, can you describe the character that you had adopted from watching how the guy had delivered his lecture? What was his character like, his pace and so on.
01:30	01:59	**P2:** Phew, my first impression was that he delivered in a calm manner, but at the same time he knew what he was doing, he seemed very confident, resilient, and a kind of a rebel, well a little bit of a rebel. He also had a sense of humour as well. He was very laid back. He seemed that he did not care what the others thought of him. They had to take whatever he had said.

01:59	02:07	**Ramon:** For the second assignment, it was your first task in front of the camera, did you have someone who you were talking to as you delivered to the camera?
02:07	02:29	**P2:** Who's the audience? Well I saw some views of the audience in the video, the audience seems to be a mixture of; students, mature students, some external visitors with an interest in the topic, possibly some people who have an interest in the speaker. It's a mixture. It was not a full house, they were not cheering him on but passive observers.
02:29	02:38	**Ramon:** Yes, they were the people in the audience but did you personally have anyone in your mind
02:38	02:43	**P2:** Yes, they were the same as the people in the audience. The hearing members of the audience.
02:43	02:45	**Ramon:** Do you mean you were signing to the hearing people?
02:45	03:02	**P2:** That may be the case. It may be the fact that I do not have much experience of interpreting before a deaf audience. Most of my experience is in front of a camera, so when I was in front of the camera and the autocue, I was like in an autopilot and adopted the same approach. The autocue became my audience rather than the deaf pragmatic one. It's a bit of a wrong approach if you get my meaning.
03:02	03:17	**Ramon:** It's your own prerogative. It works for you, that's interesting, now for the third and final assignment, which is with the deaf members of audience. How did you start adjusting yourself to meet their signing?
03:17	04:40	**P2:** I think that if there were no deaf members of audience, I would be adopting a different kind of stye in my renditions, because I found at the start that I needed to establish some of the information, even if the lecturer had not established anything, I felt the need so that the audience members could have the concept. So that part of establishing is a little different to my norm. At the start I was focusing on the autocue and did not remember to look at the deaf members of audience, there were no eye contact as I had mentioned earlier, this was a new experience for me, so when you came to remind me that there were the deaf audience members present, it became clear to me that I needed to establish a rapport with them, but as soon as I had looked at them, I was lost for a moment, I had struggled with looking at them and the autocue at the same time. My management in getting the

		information from the source text and interpreting it to the target audience was a little muddled, there wasn't any control then and I need much more practice to become more effective. I think I panicked and struggled for a while. However, when I tried to look at the autocue and both the audience members, it became clear to me that the deaf members of audience were in fact my target audience, however at the same time, I knew that the person on the left side, I did not know his level of English, his general knowledge, I had no idea what he was competent of. As for the other person, I immediately knew her level, she has a lot of general knowledge, but at the same time I knew that she would prefer a rich BSL interpretation rather than one that is based on the English terminology, so I tried to follow that approach, that was my aim for the rest of the renditions, there were some additions to my renditions to enhance the meaning that she could receive it in her own style.
04:40	04:49	**Ramon:** So, in your own experience of interpreting, have you never had any human audience members? Has it always been behind an autocue?
04:49	05:22	**P2:** Indeed, for what I would think about 90% of my interpretation has been behind an autocue, there hasn't been any deaf people before my interpreting assignments. For the rest of the 10%, 95% of that 10% has been with deaf-blind people where I interpret with a hands-on interpretation however most of the information I have relayed with Deaf-blind people are nothing like a 'university lecture'. Nothing too deep and just simple information that I can manage. Having said that, there has been one or two occasions where I've interpreted in a high-level situation before deaf audience members but it's extremely rare.
05:22	05:27	**Ramon:** Can you please share your experience in interpreting for the BBC News?
05:27	05:44	**P2:** I interpret for the BBC News in Northern Ireland, the bulletins are just for two minutes, where I sit next to the main host and sign the news in front of the cameras three times every week, however there are no deaf people who are present in the studio. I interpret the news for TV broadcast, but having said that I have to admit that the news is written in a concise and clear format. It is in a kind of a summary of the main news, which are interpreted in bites.
05:44	05:54	**Ramon:** So, for the BBC news that you interpret, do you have anyone in your mind when you interpret the news?

05:54	06:08	**P1:** Ah yes there are a couple of people who I regard as 'strong Deaf' Northern Ireland BSL users. They differ from the rest of the Deaf people in Northern Ireland who I know would be able to read the subtitles. I focus on the strong Deaf BSL users in my interpretation. I aim my translation at them.
06:08	06:16	**Ramon:** So, when you confirm that you have the target audience as your main audience when interpreting the BBC News, why didn't you have them in your mind when doing the first task without the audience members?
06:16	06:35	**P2:** Indeed, that didn't happen today, I did not clearly address my 'target audience', but having said that, the strong Deaf BSL users that I employ in my interpretations for the BBC News, I am not sure if I can meet their level in delivering something like today's university lecture. I may have to apologise in advance and interpret over their heads.
06:35	06:39	**Ramon:** So, it's the level of a 'University' situation?
06:39	07:24	**P1:** Do these strong deaf BSL users have sufficient knowledge of the subject? Do they know the meaning of climate change? Of greenhouse gasses? Of emissions and the effect on the atmosphere? Of global warming and the melting ice caps? Do they? I doubt it.
		Would I need to establish them as they are not really well informed in the general population?
	07:24	I think that only a small part of the public would know these details, even less for those who are strong Deaf BSL users, the people that I have in mind when I interpret the BBC News, would they know these subjects, I am not too sure.
07:24	07:34	**Ramon:** Would you be any different if you're given the opportunity to redo the assignments, what differences would you take into consideration?
07:34	07:56	**P2:** If I had the chance then in the second assignment where my task was without any audience members, I would consider who was my target audience, I would probably employ the same people as I have when I am interpreting the BBC News in Northern Ireland, I am quite comfortable with the approach I use on a regular basis. I would try and see if I can focus specifically on that group of strong Deaf people. I don't know if it would be a success. As for the third assignment, with the audience members, I'd ask the person (from the strong Deaf group) to come and watch me interpret and see what happens.

07:58	08:00	**Ramon:** How did you feel about the final assignment?
08:00	08:11	**P2:** As for the third assignment, I felt that I did not meet all the information, again it was due to the lack of preparation, there was little of it.
08:11	08:13	**Ramon:** Was there actually no preparation?
08:13	08:15	**P2:** Not extensively...
08:15	08:17	**Ramon:** Didn't you have the papers with the list of words?
08:17	08:19	**P2:** Okay I admit it...
08:19	08:21	**Ramon:** Weren't they enough? Did you need more?
08:21	09:02	**P2:** Well I am not too knowledgeable about that area, if it was a real job opportunity then I am not sure whether I would accept the offer. Whether I can do it, I am not too sure, I think I would need more experience, especially with deaf people in the audience so that I would become used to looking at the autocue and the deaf audience members. I would be able to address any backchannel from the audience members - I would be able to add information but at the same time keeping in control with watching the autocue simultaneously. I do not yet have the experience of coping with this strategy. There may have been a few opportunities but I would need more before I can be competent. And what was I going to say? What was the question?
09:02	09:13	**Ramon:** It doesn't matter, I'd like to pick you on the 'backchannel' as you describe with raised eyebrows, facial expressions, how much did you feel was with the two deaf audience members?
09:11	09:55	**P2:** It's hard to know as I do not have much experience of interpreting before an audience with deaf people. I think there were some feedback which I had received and contributed to how I constructed my renditions. I have noticed the non-manual features where the audience implied understanding of my delivery. There were also the instances of laughter which showed comprehension. There is clearly a response to my interpretation. At the end there was the joke, I knew that the person to the left liked football, and I put more effort in my interpretation, however I do not feel that I had achieved the goal. As I produced my rendition I had wished that I could have another opportunity as jokes among deaf people have to be spot on, how you deliver it is quite sensitive otherwise you'd lose it. I thought

		I had lost it but he had laughed at the end so I was surprised to an extent. Was he being nice to me and laughed out of politeness?
09:55	10:06	**Ramon:** Do you feel that you had interpreted the football joke correctly?
10:06	10:34	**P2:** (Thinks) - I don't think I had mis-interpreted it but I think I could have delivered the interpretation in sign language much better. It's like - if you gave me the joke earlier to the task, I would have practised it a few times and achieved the translation, but this was given to me on the spot. I think that's just what happens with 'interpreting'.
10:34	10:44	**Ramon:** Indeed, you have had many years of translating, signing from prepared texts but now this is an interpreting task, what are the main differences in your view?
10:44	12:13	**P2:** The main differences lie with the fact that I can ask for the translation activity to stop and ask for another attempt where I can give an accurate translation. For hearing translators, they translate accurately with the word for word translations, however for deaf translators, I think there is a difference, indeed there is an aim for text equivalence but it's never 100% - For instance with the website translations that I am given, there may be some miscues which are accepted so that's the difference. In comparison, with university research findings, to translate them I would have to pay more attention to detail, as they would need more accuracy. Now as for interpreting, it may be more of being thrown into the unknown, whether there would be any knowledge in the subject, the information or terminology, and as you interpret, the miscues don't matter for now as you go along. The BBC News interpreting may be a mixture of both the translation and interpreting, as I get the full script but there is still the element of a risk of a last-minute change or new information that I had not been prepared for, the speed of the speaker is another factor that would affect the delivery. I also cannot ask them to stop and go back to the start. So is that a case of interpreting or translating, I am not entirely clear. It's a bit of the in-between these two.
12:13	12:42	**Ramon:** Thank you. It's time for us to pay attention to the two tasks you have interpreted for us and we will compare it with a transcript and discuss any omissions that we feel that have taken place.

Appendix G: Transcript Task Review interview with P2 - Assignment 2

Time In	Time Out	Dialogue
START		
00:00	00:13	**Ramon:** Okay we'll start by looking at the second assignment; your first interpreting task without an audience. Let's have a look.
01:00	01:04	**P2:** That word - dislocation, I do not know what it means.
01:04	01:08	**Ramon:** So, you decided to omit it as you did not know what it means. That's fine, it's not a problem. We do not have the time to explain what it means as we're only here to find out about how and why you made the omissions as I had explained earlier, it's fine, as it could be strategic.
03:16	03:18	**Ramon:** How do you feel so far?
03:20	03:46	**P2:** To be honest, for both the task assignments I was never fully clear or knew what I was talking about. There were times I felt that I wasn't finished with the previous rendition but I had to move on with the process. There was not a rendition that I felt I had completed before the next one. So, it was a kind of catching up with everything throughout. I felt like I was being thrown throughout.
03:46	03:49	**Ramon:** Really, I think the information is all intact, I think it's all fine so far.
03:49	03:52	**P2:** Indeed, the information is there so far.
03:52	03:58	**Ramon:** The message is clear and if I didn't have the transcript I'd still understand your rendition.
03:58	04:06	**P2:** So even with preparation and all the analysis, probably the translation would be the same.
c04:10	04:36	[…]
05:17	05:27	**Ramon:** At this point there was actually a typo error in the autocue, did you notice it? Man - grandfather, did you ignore it?
05:27	06:02	**P2:** I had not noticed it, I don't remember it. As I had read it quickly I may have omitted it but I don't remember it or realising that there had been a mistake in the autocue.
09:03	09:14	**P2:** As I read that word, 'concert' I wasn't sure if it was actually a concert such as a festival with all the music, it

		appeared as strange to me, so I omitted that part.
09:15		[…]
	09:29	That's what I thought, but it felt wrong at the time.
09:48	10:02	**P2:** That word 'street' - I thought was a metaphor but I was already in my mode and was having a dilemma and then it became too late to contemplate on that. I was kicking myself for leaning to the word-for-sign rather than meaning, that's just to let you know. […] I think if I knew the exact nature of the concert then I would have been more confident in my rendition.
10:27	10:37	**P2:** Also I do not know when the lecture had taken place, when I saw the year 2015, I wasn't too sure whether the year was actually 2015 or was he referring to a previous year.
12:14	12:50	[…]
12:57	13:14	[…]
14:52	15:45	[…]
17:12	17:25	**P2:** I was not sure what 'paradigm' meant - I think I had come across it during preparation but forgot what it meant.
18:53	19:01	**P2:** I might have struggled to translate that part with the word "traction" - I don't know what it means.
19:36	20:01	**P2:** At the time I did not know what it mean, but I had some strategic plans to get around that. I had got the gist of the meaning intended from previous parts of the lecture. I may have missed some information but I used some general information and knowledge to support me in these areas.
20:14	20:41	**P2:** I also had some background information since I had become accustomed to the style in the first eight minutes observation as well as the preparation notes which included some of his aim which helped me to understand what he would be talking about - Politics and the Climate Change. Other information such as the UN, Al Gore, the summit in Paris - the events, the people's knowledge and so on are also on my radar.
21:46	21:57	**P2:** It is possible that a deaf person would not really get what I'm saying so I need to add extra information for emphasis.

21;57	22:04	**Ramon:** Indeed, it was lovely to watch, probably better than the actual lecture itself!
22:04	22:20	**P2:** It can go both ways, sometimes the BSL can be extended to make it more pleasing but then again you have the English sentences such as a punchline in jokes which helps but it is lost in the BSL translation.
22:20	22:23	So the Audience is important?
22:23	22:31	**P2:** Always. What am I translating for? 90% of my Deaf audience can't read.
23:04	23:34	**P2:** That word has been annoying me - 'risk' in my translation mind, I was restricted to the word-for-sign mode but I could have used other means for this. I would have preferred to avoid using that word and exchange it for culturally appropriate signs such as "affect" etc.
23:34	23:40	**Ramon:** Although that term isn't incorrect, it's fine?
23:40	23:44	**P2:** You'd have to consider those who are strong Deaf BSL users, how they would receive the sign for 'risk'. […] If I had more time or preparation then I would have tried my best to avoid the sign for 'risk'.
25:00	25:25	[…]
25:40	26:51	**P2:** It's funny that I may have missed the meaning of 'scarcity' for 'water scarcity' but I was okay for 'food scarcity'! I knew that there was not enough food for them when I read the latter part but funnily enough I said, "too much water" at the start, perhaps it's about them over-using the water? […] I was affected by timing as the autocue was still going so I may have skipped a part.
27:50	27:55	**Ramon:** Did you feel you need to repeat this, couldn't you have omitted that part?
27:55	28:40	**P2:** I think it was at the time of interpreting that I thought it was fine to repeat it as BSL has some 'repetitions' - it was less stressful at the second rendition, I thought it was a bit of the culture of BSL where signs are repeated. At the back of my head there was a niggling part thinking that there

		may be a reason for the repetition. Was it the right decision? Perhaps once was enough.
29:04	29:44	**P2:** I was lost there as I forgot the meaning for 'displaced'. […] I think I repaired that later. […] I think if I'm unsure then I give them everything, to cover myself!
30:04		

Appendix H: Transcript Task Review interview with P2 - Assignment 3

Time In	Time Out	Dialogue
START		
00:03	00:15	**Ramon**: So this is the third assignment; your second interpreting task, this time with a deaf audience. How did it go? Did you have an opportunity to meet them?
00:17	00:53	**P2:** One came up to me and we had a chat, it wasn't an easy conversation **Ramon:** You spoke?! (NB as in used voice, not BSL) **P2:** Ha! That's the Northern Ireland sign! It was a little superficial, we were being polite to each other. Then the second audience member joined us while I was preparing before the camera, she sat down as soon as she arrived so there was not enough opportunity for us to discuss but we had met a few times now so she was a little familiar to me. I felt comfortable with her and was prepared to start interpreting.
00:54	01:03	**Ramon:** Okay, I had explained that the assignment had deaf audience members but why did you start off looking at the camera and not at the audience members? Did you think that they were here to watch you signing to the camera? You soon realised that you needed to engage them?
01:03	01:53	**P2:** That's right! Again, it's the lack of experience with actual interpreting for deaf audience members, as the autocue started, I was transfixed with the text, I wasn't ignoring the deaf audience members and I thought I would just look at the camera and the autocue and disregard whether the audience members were looking at me or not. I think the fact also lies with most of my translation work takes place where I have to focus on the camera and not to lose my attention. So, it's a kind of a habit for me. Even though if there were many people in the room, I would be focused on the camera. It would be like a horse with its blinkers. Any loss of attention would result as a fail in my part, so that has become ingrained in me as this is the protocol I took in this assignment and soon I realised that I needed to look at the deaf audience members. When you came to remind me I immediately got the message and then after that it was all fine as I switched between the

		camera and the audience members throughout the interpretation.
01:57	02:05	**Ramon:** So you had the opportunity to look at the audience members after focusing on the camera, do you wish that there were no audience members or what is your preference?
02:05	02:39	**P2:** It was a positive experience once I had turned to see the Deaf audience members, I felt that my interpretation differed greatly. There is a great difference between the renditions produced without the Deaf audience members and the renditions produced with the Deaf audience members. To borrow the English analogy "My signs had come to life"! Indeed it was a positive shift. The only negative aspect was the strategy as I had no control over the autocue's speed, when I returned to the autocue I had to work out where I should be looking as I had got lost. There were also new information coming through. I had to catch up and keep on interpreting as I went along.
02:39	02:44	**Ramon:** Did you feel that the Deaf audience members who watched you, gave you any information?
02:44	03:37	**P2:** I think that there were some instances where they had blank expressions, which I recognised as them saying "So what are you telling me? Give us more information on the content please?" - which in turn I tried to give extra information as I read the autocue. Once the audience members indicated that they understood with their facial expressions, I was then satisfied. When the joke came up I was really motivated, there was the joke at the end of the lecture, however the response was a soft one, so that is where I felt disappointed as I would have appreciated a better response, there wasn't rapturous laughter. There was also a fly in the studio which was a little distracting at first but I soon learnt to ignore it. It disappeared soon and at the end of the assignment, they asked how I coped with the fly but I explained I had not noticed it anymore.
03:37	03:50	**Ramon:** That was my pet, okay let's see and compare your interpretation with the transcript.
06:45	06:48	**Ramon:** That was where the autocue was jinxed.
06:48	06:49	**P2:** Was it planned?
06:49	06:53	**Ramon:** Indeed, to see how you felt then.
06:53	07:21	**P2:** As that happened, my initial reaction was that it was a fault with the people controlling the assignment, it was also

		because you came out at the same time, it seemed as if you were going to ask me to do it all over again due to the issue. That was my first reaction, next you reminded me that there were Deaf audience members in the studio and I realised I needed to carry on.
08:12	08:48	**P2:** I remember that part where the text had a big influence and I turned to produce a great interpretation. I had decided to do that as the overall topic was about climate change and a big part of this is caused by greenhouse gases, but the concept of greenhouse gases needs to be clear so I expanded on the rendition with the concept of greenhouse gases and the process was explained in my rendition. I did that quickly before I caught up with the lecture. It was a big diversion from the source text.
08:48	09:03	**Ramon:** Do you feel that the diversion helped the audience members gain a better understanding of the concept for the rest of the lecture? Was it a part of establishing the concept otherwise they wouldn't be able to grasp for the rest of the lecture?
09:03	09:24	**P2:** It wasn't my aim to make it easier for me to make references to the concept for the rest of the lecture, I just felt at that point that I should let them have the concept. I focused on the meaning. I wanted them to understand the meaning of the concept. That was my main focus.
09:24	10:08	**Ramon:** It's interesting though that you took the opportunity to give them the meaning at the risk of losing some information but you caught up and missed nothing at all. In fact you added extra information but to no loss.
10:08	10:23	**P2:** I took the risk where I could have missed out information but took the decision regardless. I felt that the information I gave took precedence, it was important. It's great that I could catch up, it's a bonus.
10:55	11:00	**Ramon:** What happened here?
11:00	11:30	**P2:** It looks like that I took a risk there and tried to catch up but I missed the word out.
11:16	11:30	**RAMON:** Missing the word 'deny' caused a mis-interpretation. You had delivered the opposite effect of the statement.
11:30	11:48	[…]
12:33	12:52	**P2:** That's where I added to give a concept on the term

		'fossil fuels' I added the process on how fossil fuels were produced as it is not a common concept.
13:15	13:38	**P2:** It looks like I had missed the word 'company' however it came up a few more times, there was no need to explain about fossil fuels, it was more of the companies who do not support this movement. So it was a big omission.
14:58	15:02	**Ramon:** Can you please explain why you have used 1800 instead of 19th century here?
15:02	15:18	**P2:** It's more deaf friendly. Nineteenth century may be acceptable for some but for some they would have to work out what year. It's been my style to interpret 1800's when I see the words "Nineteenth century". I also use the timeline to represent the year.
19:04	19:42	**P2:** I had thought that analogy was the analogue, the old system with the telephone. Oh does it mean 'in comparison' - I did not realise that I had made a mistake there.
20:32	20:57	**P2:** I did not get the right meaning for 'back there' I had assumed that it was back in China.
21:10	21:27	**P2:** That's why I felt it was a bit odd to say that the person was living now in the UK. It was not clear but now I realise! He was referring to one of the people in the back who came from China rather than assuming a random person.
23:00	24:00	**P2:** At instances, I realised that I was lagging behind when I was reading towards the top of the autocue. I had tried to speed up so I could be reading from the bottom of the screen otherwise I would have lost the opportunity. These are when I may have skipped some parts or missed them, these are often without actually realising them. Even though reviewing the interpretation I did, I do not think I had missed any critical information. It seems clear to me.
24:39	25:26	**P2:** You've well caught me out there! I had actually got confused there with population and pollution but managed to crawl out of the mess even though my lip patterns kept to population while my signs remained for pollution. I think I had read quickly and got a little confused there then I realised and repaired there and it was fine afterwards.
27:46	28:10	**P2:** I had just realised that now, I had not realised that I had made a mistake then. I think I probably was looking at the audience then. I think I was fishing for their humourous reaction and when that came I looked back at the autocue and had missed that then.

29:20	29:23	**P2: (If you have not seen it then worth watching)** I don't know why I had missed that part, I cannot remember it.
29:52	29:58	**P2:** I decided to omit the "Pearly Gates" as I did not regard it as important in the rendition.
30:17	30:38	**P2:** I had made a mistake for moral as I thought it was "immoral". I thought the difference was good morals and bad morals. I had compared it with ethics as you have good and bad ethics.
31:32	32:02	**P2:** I remember that mistake where I signed 'penalty to Liverpool' it could be a directional issue, where penalty against Liverpool can be signed this way. I remember muddling my way through there. I got away there as the directional can be represented as against or towards as in a penalty being awarded towards them.
32:35	32:49	**P2:** I added there the referee being beaten up as it was not in the source text as the deaf audience may not follow the joke. If I cut there abruptly they may be left wondering so I decided to add there.
32:50	33:11	**P2:** You may have noticed that I have added the sound cues such as laughter in the room and the mis-pronunciation which I would not have acted if there were no Deaf audience members, I believe that the interaction was one big difference with them being present as I could see them watching me and the need for these interactions.
35:14	35:47	**P2:** I realise in the interpretation I had become detached from the source text and yet produced an equivalent meaning in the renditions. I think that this action helps me overcome such terminologies where I do not know the words. This free interpretation approach sure helps me in this situation. I think it relates to my limited knowledge in English language. I am still learning new words every day. The free approach helps me to cover the whole message.
36:07	36:17	**P2:** Even though I felt like I was panicking or struggling through, reviewing the videos I realise that I had come across fine. It's interesting to realise that.
36:21	37:06	**P2:** Realising this now, I am more confident for future assignments - thank you! I also thought there would be big differences between the first and second assignment but I realise that there isn't much difference. I think I prefer the second assignment as there were the Deaf members of audience present. The first assignment was more faithful to the source text which is fine in itself for me but for the second assignment it was more faithful to the Deaf

		audience members, it produced more of a true BSL version, it had more cultural aspects.

Appendix I: Questionnaire for Deaf interpreters (Adapted from Napier (2001))

This questionnaire seeks information about your experience as a Deaf interpreter and your general educational achievements, and will form the basis of research being conducted for a Masters study. It would be appreciated if you would agree to take part in this study by answering the following questions.

All information gathered in the course of this research shall remain confidential, and will only be accessed by the researcher. Any publications following on from this survey will not include any information which may identify individual participants. All responses will be gratefully received.

1. Please bold/underline your age group

    18 - 25   26 - 35   36 - 45   46 - 55   56 - 65   65+

2. Please indicate your level of accreditation as BSL interpreter e.g. SASLI?

3. What year did you obtain this accreditation?

4. How long have you worked as an interpreter? (Please bold/underline)

less than 2 years	2 - 5 years	5 - 10 years	10 - 15 years	15 + years

5. Overall how regularly have you worked as an interpreter during this period?

    full-time   part-time   occasionally   rarely

6. Do you want to explain your answer to number 5?

7. Please estimate the percentage of work you currently do in each major category, and bold/underline the most common sub-category (you can bold/underline more than one)...

%	Category	Sub categories			
0%	Education	Primary	Secondary	Further	Higher
0%	Health	GP	Clinic	Hospital	Rehab
0%	Legal	Police	Solicitor	Legal Centre	Court
0%	Employment	Small Meeting	Large Meeting	Phone calls	Work interviews
0%	Conferences	Local	County	National	International
0%	Training courses	Small	Large	Deaf-led	Hearing-led
0%	Entertainment	Theatre	Cabaret	Musical	Dance
0%	Religion	General	Wedding	Christening	Funeral
0%	Others:				

8. How long have you learned BSL?

9. If you have postgraduate qualifications please indicate the purpose for choosing to study the qualifications:

    personal interest unrelated to interpreting

    career development

    develop skills related to interpreting

    Other comments:_____

    _____

10. Please give details of any interpreter training received and when:

11. Please confirm other languages than BSL you are competent with and how competent:

Appendix J: Poster of Lord Giddens' event

Anthony Giddens' lecture on
The Politics of Climate Change

17 March 2015, 6-8pm
Lord Anthony Giddens
Great Hall, Wills Memorial Building University of Bristol Queen's Road BS8 1RJ Bristol

We are delighted to welcome Lord Anthony Giddens to give our 2015 Policy & Politics Annual Lecture on The Politics of Climate Change in 2015. Lord Giddens's book The Politics of Climate Change was first published in 2009. He is currently gathering material for a new edition. In his lecture Giddens will consider how much progress – if any – has been made over the intervening years in containing global warming, arguably one of the greatest threats to a stable future for humanity.

Lord Giddens is a world renowned sociologist, a Labour peer and author or editor of 40 books translated into over 40 languages worldwide. As adviser to Tony Blair, it was Giddens' "third way" political approach that was adopted as the Party's guiding political idea.

Book your free ticket now to reserve your place as numbers are limited.

This event is brought to you in association with The Festival of Ideas.

University of
BRISTOL

Appendix K: Instructions for interpreters (Adapted from Napier 2011)

1. As you may be aware, the purpose of my MA study is to look at the omissions made by Deaf interpreters when interpreting for a university lecture. I would like to emphasise at this point that I am not looking at omissions necessarily as mistakes, but rather as possible strategies used to make interpretations more effective.

2. I want to distinguish between whether omissions are conscious or unconscious, and if they are conscious, why they are made.

3. Rather than looking at what Deaf interpreters do wrong, I want to look at what they do well, and how they use omissions to enhance their interpreting strategies.

4. There are five stages to the task.

5. There is a 20 minute interpreting task, which is taken from a lecture given by Lord Anthony Giddens at the University of Bristol, *'The politics in climate change, 2015'*. This has been transcribed live by a stenographer which you would be interpreting along.

6. The first stage - I would like you to watch 8 minutes of the lecture, then we'll take a short break. This video will start with a video of the person delivering the video with the autocue superimposed for four minutes before the video is faded out leaving only the autocue visible that you can familiarise yourself with the pace of delivery, content, etc.

7. The second stage - You can get yourself comfortable and stand before the autocue. We will then start recording and I'd like you to interpret the NEXT 10 minutes of the lecture.

8. When you have finished the task, you'll have a short break.

9. We will have two members of the Deaf community join us in the studio as audience members. They will sit in the studio and view you as if they were in the university watching the lecture.

10. They will NOT be assessing your interpretation, but only are here to give you the visual cues you would normally expect to receive from deaf people when you are interpreting for them.

11. As you are interpreting a university lecture, the deaf audience members are either currently university students, or graduates who meet the prerequisites for entry into university.

12. The deaf audience members have signed a consent form, agreeing to abide by the conditions of this project. This means that they are required to keep confidential the names of all subjects involved in the study, and not to discuss their involvement with this project in any way.

13. The third stage - I would like you to return to your position where you will be recorded interpreting the final ten minutes of the lecture. I know it may be a little strange but I'd like you to imagine as if we are in a university lecture hall with members of the audience including the two deaf people.

14. Then we will have a short break when the two members of audience will depart and then we review the recording together.

15. The fourth stage - We will pause the tape whenever either of us notices any type of omission. And we'll try to identify together whether the omissions are conscious or unconscious, and whether they are strategic decisions or not.

16. The fifth stage - Finally, I will interview you about the whole interpreting task and how you felt about it.

17. The video will be played through without any pauses, and you will only be allowed one attempt at the exercise. If you lose something, or misread, please just keep reading until you can pick up the thread again. I know that in "real life" situations you can interrupt and ask for clarification, but in this situation it would be more time consuming to stop, rewind and start again. So it will be taken into account that this is not entirely realistic.

18. A list of names that come up during the lecture is provided. I don't want you to worry about the fingerspelling, as that is not what I am looking at. I'd rather you focus on the interpretation, rather than getting distracted with trying to get the fingerspelling right.

19. I will be making notes throughout the first part of the task when you are interpreting. I have a transcription of the lecture, and will be underling any omissions that I notice. But I will be sitting where I am the least distraction.

20. When I have finished the data collection, the only people that will see the video will be myself, and possibly my supervisor if he needs to clarify anything. The recording will be stored in files inaccessible to anyone apart from me, and each recording will be identified with initials rather than your full name.

21. The whole thing should take approximately two hours.

22. Before we start, do you have any questions?

23. Please can you read and sign this consent form.

Appendix L: Word list for Assignment 2

United Nations

Giddens' Paradox

Rationalisation

Risk situations

Nuclear weapons

Climate change

Technology

Copenhagen

Paris

Al Gore

China/Chinese

Paradigm

Population Growth

American television series - 'The Years of Living Dangerously'

Syria

Appendix M: Word list for Assignment 3

Paris 2015

United States

China

India

European Union

Industrialisation processes.

Bilateral agreements

United Nations

Paris Agreement

Greenhouse gas

Al Gore

George Bush

Republicans

President Obama

Fossil fuel

Africa

Global disinvestment campaign

Technological leap

Economic development

C40 Cities Leadership Group

Mexico City

Chai Jing - 'Under the Dome'

Pearly Gates

St Peter

Everton

Liverpool

Anfield